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ABSTRACT

This is number five in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating, and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in preceding ones. The fifth unit, "Winter," is primarily a science unit. The major content objectives are to expand the child's understanding of people and plants and to increase awareness of environmental changes. The suggested time for the unit is three weeks. Instructional activities are presented side by side with basic skills to be developed. A list of instructional materials and their sources is given. Appendix includes patterns for teacher-made materials. (MS)

UNIT MANUAL FIVE:



WINTER

CURRICULUM GUIDE

The Demonstration and Research Center
for Early Education
John F. Kennedy Center for Research on
Education and Human Development



ED128081

WINTER

Unit 5

by

Janet Camp
Peggy Wilkerson

PS 008759

The Demonstration and Research Center for Early Education
John F. Kennedy Center for Research on Education and Human Development
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1972

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FOREWORD

The Use of DARCEE Resource Unit Manuals

The series of resource unit manuals consists of 11 curriculum guides. Each unit builds upon preceding units, moving the child to higher levels of development and understanding. The projected order of the sequence of units is as follows:

- 1) All About Me
- 2) Plants
- 3) Autumn
- 4) Home and Family
- 5) Winter
- 6) Forest Animals
- 7) Neighborhood and Community
- 8) Farm Animals
- 9) Spring
- 10) Transportation
- 11) Farm Crops

Although it is not suggested that the units be individually followed as "recipe books," it should be restated that each unit builds upon skills developed in preceding ones. Thus, beginning with activities in Unit 10 would present problems for the children if they have had no opportunities to develop and refine the skills presented in preceding units. Another reason for "beginning at the beginning" is the development of the teacher. The first five units are written in a great deal of detail to be very supportive of the teacher and give her a number of illustrations of skill development activities. As she becomes more confident and creative in designing her own activities and materials, the text becomes less descriptive and detailed. Units 6, 7, and 8 will present more opportunities for the teacher's original ideas. The final three units are planned as "skeletal" guides indicating skills and concepts, a few suggested activities, and a publications list. They will leave a lot to the discretion, imagination, and abilities of the individual teacher.

Each unit begins with an introduction stating the specific goals and objectives of that unit. A certain number of weeks for covering the material is suggested. These are suggestions, however, and should not be interpreted as "law." The most appropriate way for a teacher to use the units is in the way that will be most valuable to each teacher and her particular group of students. Adjustments may need to be made on the basis of geographic location, the range of the children's experiences and the amount of time required to cover the desired material. The teacher may decide to substitute some of her own activities. She may like some units better than others; prefer some sections over others. She should feel free and comfortable in making these adjustments.

Should the teacher decide to follow the units rather closely at first, she should do so bearing in mind that the subject matter they cover was meant to be only a part of a full day's activity. Three solid weeks of any one unit, all day, everyday, could be a disaster as far as maintaining interest, attentiveness, and motivational level. It would also be advisable to skip a day of unit related activity occasionally for the same reason.

The teacher will find that, although two to three weeks have been suggested for most units, there is far more material than can be covered during a small part of each day for three weeks. She will, therefore, find it necessary to be selective.

The basic layout of the resource units runs approximately according to the following pattern:

- 1) Introduction
- 2) Concepts and Understandings
- 3) Sequenced Instructional Guide
- 4) List of Suggested Materials
- 5) Appendix

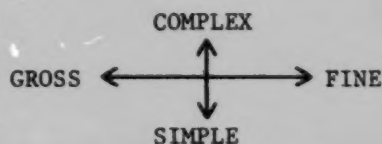
DARCEE Curriculum--An Information Processing Model

I. SENSORY SKILLS--"Input" Receiving information	II. ABSTRACTING AND MEDIATING SKILLS-- "Organization" Organizing information	III. RESPONSE SKILLS--"Output" Expressing information
Orienting and Attentional Visual Auditory Tactile- Kinesesthetic Taste-Olfactory	Basic Concept Development color length speed shape volume taste size (aud.) flavor number texture & odors position weight time volume temperature age pitch motion affect Association 1. Objects with objects--functionally, spatially, temporally 2. Labels with objects, sounds, actions, concepts 3. Labels with labels	A. Verbal Fluency Articulation Syntax a. Single-word level-- identification of objects, actions, sounds, concepts b. Phrase level c. Complete sentence level simple declaratives interrogatives negatives "and" statements "or" statements "if-then" statements "I don't know" statements complex sentences-- adverbial clauses
Relational Visual Auditory	Classification 1. Deductive classification 2. Inductive classification	B. Motor Small-Motor Coordination (eye-hand coordination) pasting lacing modeling & weaving painting tracing coloring solving mazes stringing following dots drawing printing cutting
Sequential Visual Auditory	Sequencing 1. Motor--sequencing series of actions, directions, events 2. Verbal--sequencing a series of concepts, events	Orientation left-to-right progression top-to-bottom progression front-to-back progression
	Critical Thinking 1. Drawing relationships 2. Making inferences 3. Making predictions 4. Analyzing problem situations 5. Synthesizing 6. Hypothesizing 7. Evaluating 8. Drawing analogies 9. Analyzing absurdities	

Basic Skill Development

The Information Processing Model provides a framework for an emphasis on basic skills to be extended and developed through the activities of each unit understanding. The primary purpose of the unit content is to motivate and encourage children to use basic skills. Mastery of unit content, then, is secondary to the development of basic skills. Instructional activities utilize materials and experiences of interest to most young children, thereby providing children with many opportunities for developing SENSORY, ABSTRACTING, and RESPONSE SKILLS--those skills necessary to receive information, to organize information, and to respond to, or use, information in a meaningful way. These are the skills necessary for cognitive growth and the development of intellectual competency. Mastery of the basic skills will make it more possible for children to impose order and structure upon the environment in which they find themselves.

While the DARCEE Curriculum diagram has categorized specific skills under the headings of Sensory, Abstracting, and Response Skills, it is important to note that in reality there is no clear-cut separation. The diagram is a conceptualization of a process and, as such, is a representation of a way to organize basic skills in order to think about them in relation to curriculum development. It does not imply that at any time a child would be expected to use one skill only. For example, even though an activity may emphasize the development of color concepts (abstracting skills), the child is using, at the same time, his sensory skills (receiving information) and perhaps also his response skills (expressing information about color). The categorization of basic skills is simply intended to point out the emphasis of a particular activity while assuming that in any endeavor the child is actually using a variety of skills to reach a particular outcome.



Development of Sensory Skills

Sensory skills refer to those skills which involve the senses of seeing, hearing, tasting, smelling, feeling, and touching. They are basic to all skill development because all that is learned is received through one, or a combination of more than one, of these senses. A child sees that two cubes are alike because he sees they are the same color. A child hears that two sounds are different because one is loud and one is soft. A child feels that a pin is sharp because it sticks him. Generally speaking, however, simply receiving information through the senses does not require the child to think about the information. The child can see that two cubes are alike, or hear that two sounds are different without knowing, or thinking about, the name of the color of the cube or saying that one sound is loud and one is soft. The child can sense the pain of the pin prick without knowing the words sharp or pin.

When activities that emphasize sensory skill development are presented, the child is expected to behave in a physical way rather than to respond verbally (with words, phrases, or sentences). It is certainly all right for the child to respond verbally for he is, in fact, letting you know that he is ready for the next level of skill development. What is important, though, is that the behavior usually expected when the emphasis is on sensory skill development is in terms of a physical rather than a verbal action.

Activities emphasizing the receiving of information through the senses represent the first level of skill development in the DARCEE Curriculum. A wide range of sensory experiences, with the teacher close by to label and describe, provides the foundation upon which the child builds more complex skills and understandings. The ability to take in information through all the senses is fundamental to the future learning of the child.

Development of Abstracting and Mediating Skills

Abstracting and mediating skills refer to those skills which make it possible to organize and store incoming information in such a way that it can be readily available for present and future use. The development of these skills helps the child pull out the most important factors to remember about a person, object, or event. Impressions received through the senses are soon lost unless the child has some way of organizing the key elements of information. New information becomes more meaningful when it can build upon what is already known. Being able to organize information requires the child to think about incoming information and to sort out what is most important about it.

The level of a child's language development is very closely related to the development of abstracting and mediating skills. In fact, the ability to associate labels with objects is a mediating skill; e.g., using the word round to associate balls, apples, oranges, circles. The child does not necessarily have to be able to speak the word at this point. He may have a much larger understanding vocabulary than he does a speaking vocabulary. It is often by his physical action, an observable behavior, that the child indicates he is able to organize information--to associate, classify, and sequence things in his environment. When the child has had many opportunities to experience round objects, he may be shown a ball and a cube and be asked to show which one is round. If indeed the child has in some way organized information about roundness, he will respond by pointing to, or picking up, the ball. He will respond in a similar way to the presentation of any round object whether or not he has knowledge of the particular object. For example, the child may never have seen a globe; but when shown a globe and a cube, he will be able to pick out the globe as something round.

Activities emphasizing the organization of information through abstracting and mediating skills represent a second level of skill development in the DARCEE Curriculum. According to the individual child's skill level, he may be expected to respond either non-verbally or verbally. The response the child uses is dependent upon the quantity and quality of his sensory experiences and his level of language development.

Development of Response Skills

Response skills refer to the ways in which the child is able to use or express the information he has organized. The responses may be verbal, moving from single words to complex sentences, or the responses may be physical actions; e.g., cutting, pasting, painting, etc. All unit activities call for either verbal or motor (physical) responses, or a combination of both, and are sequenced to help the child refine his skills of responding, moving from gross responses (single words, tearing paper) to fine responses (complex sentences, cutting on a line with scissors).

Levels of Skill Development

Discriminates: the ability to make some distinction of likeness and difference between people and objects. The child may point to something, pick it up, turn his head in the direction of it, etc.--a physical action indicating that through one of his senses he is aware of likeness and difference. Matching, the ability to place like objects together, requires the child to discriminate, such as, between a red cube next to another red cube and a red cube on top of a piece of paper. Neither discriminating nor matching requires a verbal response.

Recognizes: The child indicates by a physical action that he understands what is said to him. Recognition does not require a verbal response--the teacher supplies the label. A red, a yellow, and a blue cube are placed before the child. The teacher says, "Show me the yellow cube." The child recognizes the concept of yellow if he points to or picks up the yellow cube.

Identifies: The child is expected to give a verbal response--to supply a label for a given object. The teacher holds up the yellow cube and asks, "What color is this?" The child identifies when he responds with the word yellow.

Sequencing Within the Curriculum

Throughout the DARCEE Curriculum Guides, it will be noted that the expectations for the development of children follow a sequential order. The child must be able to discriminate and match objects before he is expected to recognize them. He must be able to recognize objects before he is expected to identify them.

discriminate → recognize → identify
match

Additionally, sequencing principles determine the order of the presentation of unit content and skill development activities. Unit content is developed in an order of increasing complexity and abstraction while, simultaneously, skill development is proceeding from simple, gross, sensory skills to complex and abstract response skills. Each unit builds upon the concepts and skills of preceding units, moving the child to higher levels of understanding and skill development. For example, the content of the first unit,

All About Me, was about the child himself--a topic of obvious concern and interest to him. Succeeding units about people take the child away from himself into the Home and Family and then the Neighborhood. Proceeding through the units, instructional activities provide many opportunities for the skills of receiving, organizing, and expressing information to become increasingly refined and complex. Within each unit, the instructional activities are ordered to coincide with the continuing growth and development of more abstract and complex skills. In utilizing the principles of sequencing, the DARC Curriculum makes it possible to begin at the child's immediate level of development, and, by reviewing and extending previously learned concepts and skills, to introduce the child to higher levels of skill development in a manner appropriate for the individual child.

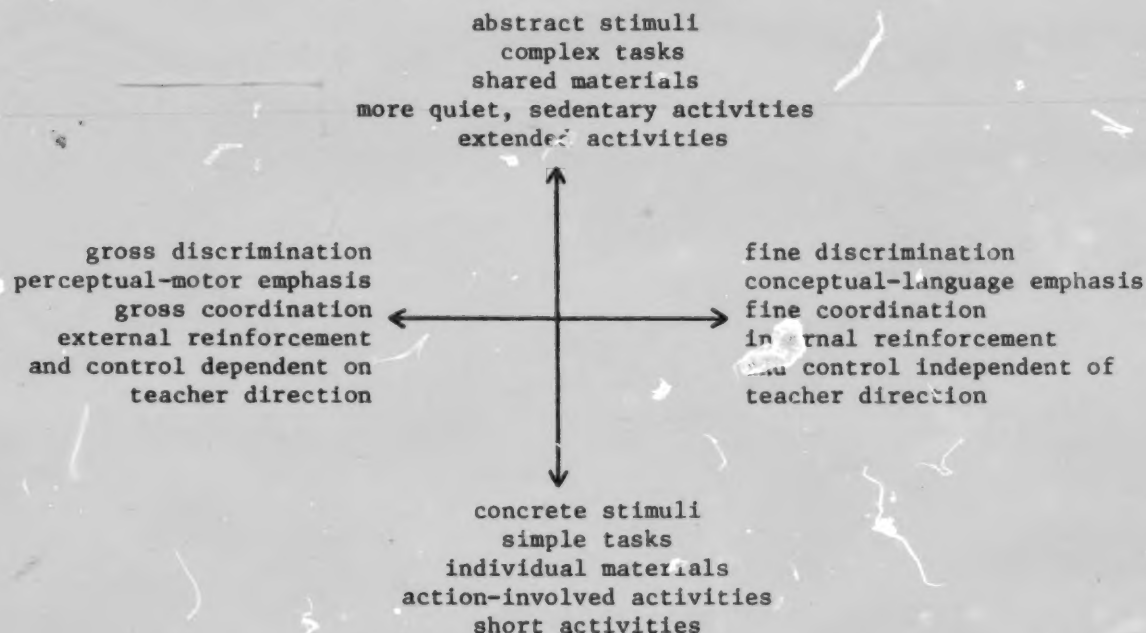


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I. Introduction

The fifth unit, Winter, is primarily a science unit. It is intended to review and extend the understandings, concepts, and skills which the child has already developed. The major content objectives for the child are to expand his concepts regarding people introduced in the units All About Me and Home and Family, to further develop his understandings about plants as discussed in the unit Plants, and to increase his awareness of environmental changes as introduced in the unit Autumn. The major skill objectives are to further develop and refine skills previously acquired.

The unit will need to be adapted for a particular group of children. Each geographic area will have unique seasonal characteristics determined by the climate, plants, people, and animals in the region. The content of the unit understandings should be altered so as to be appropriate for the area and the group of children.

It is suggested that three weeks in December, or December and January, be devoted to the unit Winter.

II. Concepts and Understandings

- A. Winter is the time of year after cool autumn, when the weather is very cold and plants, people, and animals must protect themselves in order to stay alive.
- B. In winter, the weather is usually very cold.
 - 1. In winter, the air is very cold.
 - 2. On many mornings, there is frost on the ground and the objects outdoors.
 - 3. Winter is the time of year when we often have snow.
 - 4. Sometimes we have sleet in winter.
 - a. Sleet is frozen rain.
 - b. Sleet makes a bumpy crust of ice on the ground.
 - 5. Sometimes we have cold rain which freezes on the ground, turning to smooth ice.
 - 6. Water from rain or melted sleet or snow often freezes to form icicles.
- C. In winter, daytime is very short and nighttime is very long.
 - 1. It gets dark in the afternoon before we eat dinner or supper.
 - 2. It is still dark when we get up in the morning to go to school.
- D. In winter, many plants are alive, but they do not grow.
 - 1. Many trees and bushes have no leaves.
 - a. These plants look dead but are really alive.
 - b. The tough bark on trees and bushes helps protect the plant during cold weather.
 - c. On the branches are small buds which will develop into leaves and blossoms when warm spring weather comes.
 - 2. The grass has turned brown, but the roots and stems are alive under the ground.
 - a. The ground and snow help protect the grass roots from cold winter wind.
 - b. When warm spring weather comes, the roots will sprout new green leaves above the ground.

3. Some plants have died, but many tiny plants are alive inside seeds on the ground.
 - a. These seeds were scattered by plants in autumn.
 - b. The tiny plant inside each seed is protected from the cold weather by its tough shell.
 - c. Snow helps protect seeds from cold winter wind.
 - d. The tiny plant lives on food inside the seed.
 - e. When warm spring weather comes, the seed will sprout and the tiny plant will grow.
4. Some trees have green leaves all through the winter.
 - a. These trees are called evergreens.
 - b. Evergreen trees have tough sharp green leaves called needles.
 - c. Evergreen trees have seeds called pine cones.
 - d. Evergreen trees are decorated at Christmas to make Christmas trees.
 - e. There are different kinds of evergreen trees--pine, spruce, hemlock, cedar, fir.
- E. Crops are not harvested during the winter because the weather is too cold for plants to grow.
 1. People eat many canned or frozen fruits and vegetables.
 2. Fresh fruits and vegetables in the stores come from places far away where the weather is warm during our winter.
- F. People have special winter activities.
 1. Children play in the snow.
 - a. Children pack and shape snow to make snowballs, snowmen, and forts.
 - b. They go sledding or sled riding on sleds.
 - c. Some children go sledding on special sleds without runners called toboggans.
 2. People remove snow from their walks with shovels and from the streets with snow plows.

3. Adults must scrape frost, ice, or snow off the windshields of cars before they drive in the morning.
4. Many people go ice skating.
5. Some people go to hockey games.
6. People heat their homes and keep the doors and windows closed in order to keep warm.
7. Children often put seeds or bread outside to feed the birds.
8. Children play many indoor games in winter.
9. People eat many more hot foods during cold winter weather--hot cereals, soups, hot chocolate.

G. People wear special clothing for cold weather during the winter.

1. People wear hats, coats, boots, snowsuits, gloves, mittens, and scarves when they go outside their homes.
2. Winter clothes are made from thick, heavy material.
3. Some winter clothing is made from wool cloth which comes from sheep wool.

H. In winter, animals protect themselves from the cold weather.

1. People help pets protect themselves in winter.
 - a. Dogs and cats have grown thick hair or fur to keep themselves warm.
 - b. Dogs and cats spend most of their time indoors.
2. The farmer protects his farm animals in winter.
 - a. Most farm animals remain inside the barn, chicken house, or stable most of the winter.
 - b. Farmers often heat the buildings for some of the animals, especially the chickens.
 - c. Sheep grow thick coats of wool to keep their bodies warm in winter.
 - d. The farmer feeds his animals food which he stored in the barn during autumn.
3. The squirrel, deer, and other forest animals protect themselves from cold winter weather.

- a. Some forest animals have grown thick coats of fur to keep their bodies warm.
- b. Most forest animals build warm homes where they stay most of the winter.
- c. Some animals sleep all winter in their warm homes.
- d. Some birds have flown away to warm places until spring weather comes.
- e. Some birds do not fly away but grow a thick covering of feathers for protection.

I. In winter, there is a special time called Christmas.

- 1. Some boys and girls believe that a special person called Santa Claus will bring them presents at Christmas.
 - a. Santa Claus is a large, jolly man who has fat, red cheeks and a long, white beard.
 - b. Santa wears special clothes--a red suit and cap with white fur trim, a black belt, and black boots.
 - c. It is said that Santa lives at the North Pole where it is very cold and snowy.
 - d. On the night before Christmas, Christmas Eve, Santa delivers the presents in a sleigh pulled by eight reindeer.
 - e. On Christmas Eve, most boys and girls hang a large stocking in their homes which Santa fills with small presents.
 - f. Many children leave a snack for Santa to eat when he visits their homes.
- 2. There are many special Christmas activities.
 - a. People sing special Christmas songs or carols.
 - (1) Sometimes groups of people go from house to house singing songs. This is called Christmas caroling.
 - (2) We hear Christmas songs on the radio and television at Christmas time.
 - b. People read and tell special stories about Christmas.
 - c. People go to Christmas programs at schools and churches.
 - d. Some people have Christmas parties for their friends.

- e. People make or buy Christmas cards and send them to their friends.
- f. People make or buy presents which they wrap with decorated paper and ribbon and give to members of the family and friends.
- g. People decorate the inside and outside of their homes at Christmas time.
 - (1) Most people decorate trees with balls, chains, angels, icicles, tinsel, lights, and other ornaments to make Christmas trees for their homes.
 - (2) People decorate their homes using the special Christmas colors--red, green, gold, silver, white.
 - (3) People decorate their homes using special Christmas plants--holly, mistletoe, trailing pine, poinsettias, and branches of evergreen trees tied in boughs or wreaths.
 - (4) People decorate their homes and their Christmas trees with special Christmas symbols--bells, stars, stockings, small sleighs, candy canes, and candles.
 - (5) People decorate many busy streets in their towns and cities with red and green lights, decorated trees, colored tinsel chains, bells, stars, canes, and other Christmas symbols.
- h. People prepare many special foods at Christmas time.
 - (1) Many people have large turkey dinners on Christmas day.
 - (2) People make cookies, cakes, and candy to eat and to give to friends.
 - (a) Cookies are often cut in Christmas shapes--bell, star, Santa, sleigh, tree, reindeer, holly, stocking, candle, wreath.
 - (b) Cookies and cakes are often decorated with red and green sugar and icing.
 - (3) Some people make plum pudding to celebrate Christmas.
 - (4) Many people drink eggnog at Christmas time.
- 3. Christmas Day is a holiday.
 - a. A holiday is a day for fun.
 - b. On a holiday, most adults do not go to their jobs and children have a vacation from school.

III. SEQUENCED INSTRUCTIONAL GUIDE

III. Sequenced Instructional Guide

UNIT UNDERSTANDING: A. Winter is the time of year after cool autumn, when the weather is very cold and plants, people, and animals must protect themselves in order to stay alive.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on pictures Detects seasonal characteristics in environment and in pictures <u>Auditory Skills</u> Listens to discussion and directions ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands time concepts--summer, autumn, winter Recognizes seasonal characteristics <u>Association Skills</u> Relates certain seasonal characteristics with winter <u>Classification Skills</u> Comprehends classes of winter characteristics and non-winter characteristics RESPONSE SKILLS <u>Verbal Skills</u> Describes the day's weather conditions Labels articles of clothing appropriate for the day's weather conditions Identifies winter clues observed outside and in pictures Identifies picture as to whether it does or does not portray wintertime	1. <u>Basic Activity</u> Prepare a collection of pictures illustrating the characteristics of the different seasons (<u>Teaching Pictures--Seasons</u>). Begin a discussion of seasonal change by asking the children to describe what the weather was like when they were on their way to school today. Encourage the children to talk about how the air felt outside and what kind of clothing they needed to wear to school to stay warm. Explain that autumn is over and winter has begun. Show the children several pictures which portray people and animals in winter. Point out the ways that we can identify the season from the pictures. Include the characteristic winter differences in weather, plants, people's activities, clothing, animals, and holidays. Explain that these are clues which tell us when it is wintertime. Ask the children if they have seen any winter clues outside like those in the pictures. For comparison, show a few pictures of other seasons, and point out the ways that they are different from winter. Emphasize the differences in weather, plants, clothing, and activities. <u>Evaluation</u> Play a "detective" game. Arrange the seasonal pictures in random order on a pile. Show them one at

UNIT UNDERSTANDING: A. Winter is the time of year after cool autumn, when the weather is very cold and plants, people, and animals must protect themselves in order to stay alive.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Motor Skills</u> Manipulates magnifying glass appropriately	1. (cont.) a time, and ask the children to tell if the picture does or does <u>not</u> portray wintertime. To add interest to the activity, let each child hold a tagboard magnifying glass up to the picture when it is his turn. Tell the children that this is a pretend magnifying glass to help them find winter clues. Ask the children to look at the pictures carefully and identify the winter clues when they find them.
Notifies and identifies the seasonal characteristics of winter observed outside	<u>Extension Activity</u> During outdoor playtime, mention or point out signs of winter as you are playing with the children--the cold air, your heavy clothing, the bare trees, snow, brown grass.

UNIT UNDERSTANDING: A. Winter is the time of year after cool autumn, when the weather is very cold and plants, people, and animals must protect themselves in order to stay alive.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on book and wall display Detects seasonal clues in book's pictures <u>Auditory Skills</u> Listens to book, questions, and discussion ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands time concepts-- autumn, winter Recognizes seasonal characteristics Understands the basic steps in the seasonal changes of trees <u>Association Skills</u> Relates certain seasonal characteristics with winter RESPONSE SKILLS <u>Verbal Skills</u> Describes tree in wall display Answers questions concerning the sequence of changes which have transformed the tree	2. <u>Basic Activity</u> Read or picture read a general book about winter (<u>Let's Find Out About Winter</u>, or <u>Winter Is Here</u>). Encourage the children to look for winter clues in the book's pictures. Focus the children's attention on the large tree on the wall which was used in the units <u>Plants</u> and <u>Autumn</u>. Now the tree should be bare. Ask the children to describe the tree as it now looks. Then ask if anyone can remember and describe how the tree looked when it was placed on the wall (unit <u>Plants</u>). Review the sequence of changes made on the tree during autumn. Ask several questions to stimulate critical thinking. Examples: What has happened to the leaves? Is the tree dead or alive? How does the tree stay alive in cold weather? What protects the tree?
a. Reproduces words, melody, and rhythm of song b. Detects and labels new objects which are added to the wall display	<u>Extension Activities</u> a. Teach the children a song about winter ("When the Winter Is Here"). b. New objects can be added to the wall space as you move to each new unit understanding. Some items which could be added to the tree or placed near the tree

UNIT UNDERSTANDING: A. Winter is the time of year after cool autumn, when the weather is very cold and plants, people, and animals must protect themselves in order to stay alive.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	2. (cont.) are: snow, icicles, a snowman, a birdfeeder, an animal in a winter activity (a bear hibernating or a deer in the snow), an evergreen tree, and, on the last day before Christmas vacation, Santa Claus and his sleigh.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

1. In winter, the air is very cold.
2. On many mornings, there is frost on the ground and the objects outdoors.
3. Winter is the time of year when we often have snow.
4. Sometimes we have sleet in winter.
5. Sometimes we have cold rain which freezes on the ground, turning to smooth ice.
6. Water from rain or melted sleet or snow often freezes to form icicles.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on aspects of the environment during observation walk Detects winter clues during walk <u>Auditory Skills</u> Listens to discussion ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands time concepts--winter Recognizes winter seasonal characteristics Knows articles of clothing Understands sequence of events of walk Recognizes ordinal positions--first, second, third, fourth <u>Association Skills</u> Relates certain seasonal characteristics with winter Relates certain articles of clothing with cold weather Relates picture of object or activity with real object or activity observed during walk	1. <u>Basic Activity</u> Take the children on an observation walk on a day that is particularly exemplary of cold weather, frost, snow, or sleet. Prepare the children for the walk by reviewing winter "clues" and discussing what clothes they might need to wear to stay warm. Point out the various signs of winter as you walk. If possible, collect an icicle and a snowball which you can bring back and store in a freezer. <u>Assessment Activity</u> Ask the children to tell you about the things they saw and did on the walk. Encourage them to sequence the events correctly. As they describe the walk to you, draw a simple picture of the objects or activities in their description on a chalkboard or large sheet of paper. When you have completed this, go back over the events of the walk once again by pointing to the pictures you have drawn. As you review the events of the walk, use the ordinal position words--first, second, third, fourth.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS <u>Verbal Skills</u> Answers questions concerning the observation walk Recalls the sequence of events of walk	1. (cont.)
a. Knows and labels snowball and icicle Recognizes and identifies shape concepts--round, long, pointed Recognizes and identifies texture concepts--hard, sharp, slippery, smooth Recognizes and identifies temperature concepts--hot, cold; warm, cool Understands the concepts of freeze and melt Uses the words "freeze" and "melt" in conversation b. Detects and labels new items which are added to the wall display	<u>Extension Activities</u> a. Later in the day, show the children the snowball and icicle. Emphasize the fact that they stay the same as long as they are kept cold in the freezer. Discuss the shape and texture of the snowball--round, hard; and the icicle--long, pointed, sharp, slippery, smooth, hard. Then let them see what happens to the snow and ice when left out in the warm room. Explain that cold air makes water <u>freeze</u>, warm air makes frozen objects <u>melt</u>. Encourage the children to begin using the new vocabulary words "freeze" and "melt" when they are talking about weather conditions. b. This would be an appropriate time to add items to the wall space around the tree to represent winter clues observed during the walk. Artificial snow could be sprayed on the branches and white paper placed around the base of the tree.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

1. In winter, the air is very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on thermometer demonstration and pictures Distinguishes the location of liquid in the thermometer Isolates objects and activities in pictures <u>Auditory Skills</u> Listens to discussion and directions <u>Tactile-Kinesthetic Skills</u> Discriminates temperature variation between hot water and ice cubes ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows thermometer and its use Recognizes temperature concepts--hot, cold; warm, cool Recognizes direction concepts--up, down Understands directions for game <u>Association Skills</u> Relates direction in which thermometer's liquid moves with temperature changes RESPONSE SKILLS <u>Verbal Skills</u> Describes picture by telling why it depicts hot or cold weather <u>Motor Skills</u> Kneels or stands as appropriate in game	2. <u>Basic Activity</u> Discuss with the children the fact that the air outside is very cold in wintertime. With a small group of children, conduct an experiment to demonstrate the function of thermometers. Explain to the children how and why we use thermometers and show them a few of the various kinds. To demonstrate how the (red) liquid moves up and down according to the temperature, have a bowl of hot water and a bowl of ice cubes at the table. Let each of the children put his hand in the water to feel the temperature. Ask them to label the bowls of water as hot and cold. Then place the thermometer in the hot water and ask the children to watch the (red) liquid. Does it move up or down? Next, place the thermometer in the ice cubes. Now what does the liquid do? You might also ask each child to place his hand around the bottom of the thermometer. The warmth from his body should make the liquid rise somewhat. Each time that the children are watching a temperature change, emphasize the <u>direction</u> in which the liquid is moving. Move the thermometer from hot to cold and back again two or three times. Emphasize the fact that the liquid moves up when it is hot and down when it is cold. Use your finger to point out the area of the glass tube where the top of the red liquid would be when the weather is cold, cool, warm, hot.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	2. (cont.) <u>Evaluation or Assessment Activity</u> Collect several pictures (<u>Teaching Pictures</u>) which depict hot and cold weather. Ask the children to sit on the floor in front of you and pretend that they are the liquid in thermometers. Explain that when they see a picture of hot weather, they should stand up, and when they see a picture of cold weather, they should kneel down (or put their arms up or down).
	<u>Extension Activity</u> Place a thermometer outside on the school building, at the children's eye level. During outdoor playtime each day, the children can note the location of the red liquid.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

Winter is the time of year when we often have snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on book Isolates objects and activities in book <u>Auditory Skills</u> Listens to contents of book and statements in game ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands contents in book Analyzes statements and detects absurdities <u>Association Skills</u> Relates snow with wintertime RESPONSE SKILLS <u>Verbal Skills</u> Identifies the absurd statements Restates the absurd statements to make it correct	3. Basic Activity Read a descriptive and informative book about snow (<u>Snow Is Falling, Snow</u>). Try to include information concerning such things as the many shapes of snowflakes, how snow can be both harmful and beneficial, and snow activities and games. <u>Evaluation</u> Play a silly statements or "absurdity" game to help the children recall the information in the book. Purposely state facts from the book that are wrong. Encourage the children to catch you when you make a mistake and correct you. Examples: Snow is made of little pieces of cotton. Snow is usually yellow or dark blue. Children find this game quite funny; they enjoy "catching" the teacher when she accidentally or intentionally makes a mistake.
a. Listens to and understands the directions for making snowflakes Folds and cuts construction paper correctly Recognizes and identifies color concepts--black, white Recognizes and identifies shape concepts--square, rectangle, triangle	<u>Extension Activities</u> a. Make paper snowflakes as a follow-up activity to your book on snow. It is suggested that you practice making the snowflakes before you conduct the activity with the children. Work with a small group of children and ask them to follow what you do. Begin by giving each child an 8" x 8" piece of white typing paper and a pair of scissors. Take the square piece of paper and direct the children

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
b. Reproduces words, melody, and rhythm of song Discriminates and identifies words which sound similar	3. (cont.) to fold it in half to make a rectangle. Make a second fold to form a square. Then fold the square in half diagonally, along a line from the center point to the corners, to make a triangle. Discuss each shape as you make it, and ask the children to identify it. Now, take the scissors and cut jagged notches out of the sides of the triangle, being careful not to cut the entire fold on any side. If too much of any side is cut, the snowflake will fall apart. When the notches are cut, have the children open the folded paper to see the snowflake. The children will enjoy making several snowflakes. Each time they cut, they will make a somewhat different design. Let each child choose one of his favorite snowflakes. Mount each on a piece of black construction paper and place them somewhere in the classroom where the children can see and enjoy them. Discuss the fact that there are no two paper snowflakes exactly alike and that there are no two real snowflakes exactly alike. Emphasize the identification of white and black. b. Teach the children a song about snow ("It's Snowing," "Snowflakes"). Use the verses for a rhyming activity.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
c. Notices the various shapes of real snowflakes	3. (cont.) c. On a snowy day, take the children outside to observe the snowflakes. Locate one or more hand magnifying glasses which the children can use to study snowflakes which fall on their clothing.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

2. On many mornings, there is frost on the ground and the objects outdoors.
3. Winter is the time of year when we often have snow.
4. Sometimes we have sleet in winter.
5. Sometimes we have cold rain which freezes on the ground, turning to smooth ice.
6. Water from rain or melted sleet or snow often freezes to form icicles.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on charts or study prints Discriminates the differences among frost, snow, sleet, and ice <u>Auditory Skills</u> Listens to discussion Listens to riddles ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows frost, snow, sleet, ice, and the characteristics of each Recognizes temperature concepts--cold <u>Association Skills</u> Relates certain characteristics with frost, with snow, with sleet, and with ice Relates frost, snow, sleet, and ice with cold weather Relates cold weather with winter-time Relates clues in riddle in order to derive the answer	4. <u>Basic Activity</u> Use a chart (<u>Primary Science Concepts--Air and Weather</u>) or study prints to explain the differences in frost, snow, sleet, and ice. Explain how each is formed in a different way and each looks different from the other when it is on the ground. They are similar in that each can occur only when the air is very cold. Ask the children to look at the pictures carefully and label each form of water. <u>Evaluation</u> Play a riddle game using the information you have given above and ask the children to decide whether you are frost, snow, sleet, or an icicle. Examples: I am made when water drips and freezes. What am I? I freeze on the grass on cold mornings. What am I? Place the charts or study prints so that the children can see them in order to help them answer the riddle. Note which children, if any, have difficulty solving the riddles. Plan other riddle-solving activities for these children.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS <u>Verbal Skills</u> Labels the various forms of water Answers riddles	4. (cont.)
	<u>Extension Activity</u> Whenever the weather cooperates by providing you with real examples of frost, snow, sleet, ice or icicles, take the children outside and let them observe. Encourage the children to feel the differences in texture of sleet, snow, frost, and ice.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

3. Winter is the time of year when we often have snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on book Isolates objects and activities in book <u>Auditory Skills</u> Listens to book and questions Listens to words of song Distinguishes melody and rhythm of song ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands contents of story and its sequence of events Knows objects and activities depicted in book's pictures Understands the concepts of freeze and melt <u>Association Skills</u> Relates snow and snow activities with winter Relates each picture in book with event it depicts RESPONSE SKILLS <u>Verbal Skills</u> Answers questions concerning story Utilizes the words "snow" and "melt" in conversation Reproduces the words, melody, and rhythm of the song Recalls sequence of events in story by interpreting pictures in book Identifies objects, winter characteristics, and basic concepts in book's pictures	5. <u>Basic Activity</u> Read the book <u>Frosty the Snowman</u> to the children. Emphasize the winter activities that Frosty and the children engage in. Ask the children questions to tell about what happened to Frosty. Examples: Why did he go away? How can he come back? Encourage the children to use the words "freeze" and "melt." Teach the children the song, "Frosty the Snowman." It would be advantageous to first let the children listen to the record of the song; then let them sing along. This song can be used often during the winter months. <u>Assessment Activity</u> Sometime soon after the story has been read, preferably the next day, review the events of the story and their sequence by having the children retell the story using the book pictures as clues. Turn the pages of the book and ask different children to describe "what is happening now." With each picture, take time to locate and identify all the objects and the winter characteristics in the scene. Wherever appropriate, ask the children to identify basic concepts, such as color, shape, number, position, size, temperature, texture.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
a. Detects and identifies "Frosty the Snowman" in wall display b. Listens to story record of <u>Frosty the Snowman</u> Relates picture in book with event it depicts Tells teacher when to turn the book's pages	5. (cont.) <u>Extension Activities</u> a. You may want to add a "Frosty the Snowman" to the wall space under the model tree. b. Use a story record of <u>Frosty the Snowman</u> for a listening activity. As the record is playing, show the children the pictures in the story book. Ask the children to tell you when to turn the pages.

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

3. Winter is the time of year when we often have snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on flannel board materials Distinguishes the parts of the snowman Discriminates the colors, shapes, positions, and number of the snowman parts Combines parts to make complete snowman Detects missing part of snowman <u>Auditory Skills</u> Listens to discussion and questions ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows snowman and its parts Recognizes color concepts--white, black, orange, red, green, blue Recognizes shape concepts--circle, square, triangle Recognizes size concepts--large, middle-sized, small Recognizes position concepts Recognizes number concepts--sets one to four <u>Association Skills</u> Relates snowman and its parts with the label for each RESPONSE SKILLS <u>Verbal Skills</u> Suggests something which can be made with the three white circles Labels snowman parts Identifies the number, color, and shape of each set of snowman parts	6. <u>Basic Activity</u> Make the Snowmen Flannel Board Set (DARCEE) for this activity and other visual discrimination games. The two snowmen have several sets of parts so they can be assembled to look identical or different. The dimensions of difference which can be illustrated are: color, shape, size, position, and number. Introduce this material using the parts for just one of the snowmen--three white circles of graduated sizes; two glove-hand arms; one large, black hat; two black eyes (large circles); one orange mouth; four, red square buttons. Randomly place the three white circles on the flannel board. Direct individual children to find the largest, smallest, and middle-sized circle. Ask if someone could suggest something you could make with the three circles. If a child suggests a snowman, ask him to arrange the circles appropriately. Display the remaining parts of the snowman on the board beside the body. Group the parts in sets of arms, eyes, buttons, etc. Point to one set of the objects (the hat) and ask a child if he knows what part of the snowman this might be. Ask other children (1) to identify the number of the set; (2) to describe where the part should be placed on the body (on which circle); and (3) to place the part on the body. Continue using this procedure with the remaining sets of parts. When the snowman is completely assembled, ask the children to identify the

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Describes where part should be placed using labels for position concepts Suggests a name for the snowman Identifies the missing parts of the snowman <u>Motor Skills</u> Locates the size circle described by the teacher Arranges snowman parts appropriately Replaces missing snowman part in correct position	6. (cont.) color of each part and the shapes of the eyes and buttons. The children may wish to name the snowman. <u>Evaluation</u> Play a "What's Missing?" game with the snowman. Have the children close or cover their eyes as you remove a part. The child who identifies what is missing can place the part back on the snowman.

UNIT UNDERSTANDING. B. In winter, the weather is usually very cold.

3. Winter is the time of year when we often have snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on book and felt snowmen Distinguishes parts of snowmen Discriminates likenesses and differences among snowmen in terms of color, shape, size, position, and number of parts <u>Auditory Skills</u> Listens to contents of book and discussion ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows snowman and its parts Recognizes color concepts--white, black, orange, red, blue, green Recognizes shape concepts--circle, square, triangle Recognizes size concepts--large, middle-sized, small Recognizes position concepts--up, down, upside down, etc. Recognizes number concepts--sets one to four Recognizes affective concepts--happy, sad <u>Association Skills</u> Relates snowman and its parts with the labels for each RESPONSE SKILLS <u>Verbal Skills</u> Describes snowmen in book's pictures Identifies likenesses and differences between pairs of snowmen Suggests names for felt snowmen	7. <u>Basic Activity</u> Begin the activity by reading <u>The Snowman Book</u> to the children. Then go through the book discussing each picture. Encourage the children to describe each snowman. Point out pairs of snowmen and ask different children to verbalize how the two are alike and how they are different. Provide any comparisons which the children do not mention. <u>Assessment Activity</u> At a later time, play a likeness and difference game using both snowmen in the Snowmen Flannel Board Set (DARCEE). You might want to introduce them as "look-alike" twins who are always trying to look different. Involve the children in placing the parts on the snowmen to make them look identical--same eyes (large black circles), hats (large, black), mouth expressions (both smiles or both frowns), buttons (four, red squares), arms (two, glove-hand arms). The children may wish to name the twins. Have the children close their eyes as you change a part of one snowman. The child who can verbalize how the snowmen are different can change the part to make the snowmen identical again. Examples: If both hats are large and black, exchange one for a large, <u>green</u> hat (color difference) or a <u>small</u>, black hat (size difference). If both have a set of four red, square buttons, change one set to four <u>blue</u>, square buttons (color difference) or four red, <u>triangular</u> buttons (shape difference) or

UNIT UNDERSTANDING: B. In winter, the weather is usually very cold.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Identifies part which makes one snowman differ from the other <u>Motor Skills</u> Arranges parts of snowmen to make an identical pair	7. (cont.) <u>three red</u>, square buttons (number difference). If both have arms down at side, move one's arms <u>up</u> in the air (position difference). If both are smiling, change one mouth to the <u>frowning</u> position (position or affective difference).
	<u>Extension Activity</u> Later the game can be made more difficult by changing two or more parts of the snowmen at the same time. Example: Change the color of the hat on one and the shape of the eyes on the other.

UNIT UNDERSTANDING: C. In winter, daytime is very short and nighttime is very long.

1. It gets dark in the afternoon before we eat dinner or supper.
2. It is still dark when we get up in the morning to go to school.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	<u>Note:</u> This understanding is very similar to Understanding C in the unit <u>Autumn</u>. It is not expected that the children will fully comprehend this difficult understanding; therefore, no new activities are provided. Instead, it is suggested that you review activity C-2 in the unit <u>Autumn</u>, using the chart illustrating seasonal change in length of day. You will need to alter that activity only slightly in order to adapt it for this season.

UNIT UNDERSTANDING: D. In winter, many plants are alive, but they do not grow.

1. Many trees and bushes have no leaves.
2. The grass has turned brown, but the roots and stems are alive under the ground.
3. Some plants have died, but many tiny plants are alive inside seeds on the ground.
4. Some trees have green leaves all through the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on charts or study prints and on drawings - Focuses attention on aspects of the environment during observation walk - Isolates objects discussed during observation walk - Isolates each drawing during game - Scans drawn objects from left to right <u>Auditory Skills</u> - Listens to discussion - Listens carefully to responses during cumulative repetition game	1. <u>Basic Activity</u> Review several of the understandings from the unit <u>Plants</u> in order to prepare the children for an observation walk on which you will look specifically at the characteristics of plants in the winter. Emphasize that different plant parts have various means of protection. Even though many plants may look dead, they will become green again in the springtime. Review the growth cycle of plants. Use study prints or charts to aid in your discussion. Encourage the children to label the plant parts and to describe the sequence of plant growth.
ABSTRACTING SKILLS <u>Conceptual Skills</u> - Knows plants and plant parts - Understands basic sequence of steps in growth cycle of plants - Knows the various ways plants protect themselves - Understands that many plants are not dead in the wintertime but will grow again in the spring - Knows evergreen tree - Recognizes winter weather conditions	When walking, be sure to point out how bark protects trees from the cold. Discuss how the roots of brown grass are alive under the ground. If the ground is not frozen, you might want to dig for roots as you discuss with the children how the ground and snow are forms of protection. To help the children understand that the trees and many other plants are not dead, look for buds, and let the children view them closely. Explain what will happen to the buds when spring comes. Also look for seeds, and discuss the various ways they are protected in the winter. Be sure to point out any evergreen trees which you might see. Take a sample

UNIT UNDERSTANDING: D. In winter, many plants are alive, but they do not grow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Conceptual Skills (cont.)</u> Knows articles of clothing Understands sequence of events of walk <u>Association Skills</u> Relates certain characteristics with winter	1. (cont.) of evergreen back to the classroom so that it can be studied and discussed. This walk would also be a good time to review and discuss winter weather, what clothes we need to wear outside, and other winter clues.
RESPONSE SKILLS <u>Verbal Skills</u> Labels plants and plant parts Describes sequence of plant growth Repeats previously mentioned events in correct order during sequence game Adds new item to cumulative sequence game	<u>Assessment Activity</u> With a small group of children, play a cumulative repetition game to encourage them to recall what they saw on the trip. The teacher could begin by saying, "On the walk today, I saw an evergreen tree." The child who has the next turn must state what the previous person saw and add one new item: "On the walk today, I saw an evergreen tree and snow on the ground." The next child in the game must add a new observation to the previous two items: "On the walk today, I saw an evergreen tree, snow on the ground, and a dog barking at a snowman." Some groups of children will not be able to go beyond three or four items in a sequence. To help the children remember, you might use a chalkboard or large sheet of paper to draw pictures of the various things that the children remember. As each child takes his turn, point to the pictures of the objects which have been mentioned already. Draw the objects in a left-to-right sequence across the board or paper.

UNIT UNDERSTANDING: D. In winter, many plants are alive, but they do not grow.

1. Many trees and bushes have no leaves.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on drawings Detects seasonal characteristics Discriminates differences among the drawings <u>Auditory Skills</u> Listens to discussion and questions ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands time concepts-- autumn, winter, spring, summer Recognizes seasonal characteristics Recognizes color concepts Knows articles of clothing Knows weather conditions Knows seasonal activities Knows ways in which animals adapt to seasonal change <u>Association Skills</u> Relates certain weather conditions and plant characteristics with season of the year Relates certain articles of clothing with season of year Relates certain activities of people with season of the year Relates activities of animals with season of the year RESPONSE SKILLS <u>Verbal Skills</u> Suggests colors and objects which should be included in drawings Answers questions concerning drawings	2. <u>Basic Activity</u> To stimulate the children into a discussion of seasonal changes in plants, ask them to help you draw a tree representative of each season of the year. Begin by drawing the outline of a tree on a large sheet of paper. Magic markers or crayons could be used for the drawing and coloring. Explain to the children that you would like to draw an autumn tree. Pretend that you do not remember what an autumn tree looks like. Ask them to tell you what to draw and what colors to use. The children should be able to help you with the drawing of the first tree since, hopefully, they will remember the concepts from the unit <u>Autumn</u>. If they have difficulty describing an autumn tree, give them a few hints. Allow the children to do some of the drawing and coloring themselves. This will help them become more involved in the activity. Include a child in the picture so that you can discuss seasonal clothing and activities. As you draw, ask the children questions. Examples: What do you think the child would be wearing in the autumn? What is the weather like? What kind of clothes do you need to wear? What would you be doing in the autumn? What are some autumn activities? You might also include a bird in the picture to encourage a discussion of what animals do in various seasons of the year.

UNIT UNDERSTANDING: D. In winter, many plants are alive, but they do not grow.

1. Many trees and bushes have no leaves.
2. The grass has turned brown, but the roots and stems are alive under the ground.
3. Some plants have died, but many tiny plants are alive inside seeds on the ground.
4. Some trees have green leaves all through the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on plant Focuses attention on pictures in book Isolates objects and activities in pictures <u>Auditory Skills</u> Listens to discussion and contents of book Listens to riddles ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands time concepts--winter Understands the seasonal changes which occur in plants Understands contents of book Recognizes seasonal characteristics Knows weather conditions <u>Association Skills</u> Relates certain characteristics with winter Relates clues given in riddle in order to derive the answer RESPONSE SKILLS <u>Verbal Skills</u> Answers questions concerning plant Answers riddles	3. <u>Basic Activity</u> Show the children a potted plant which grows outside during warm weather but is brought inside during the winter. Ask the children to explain what would happen to it if it were outside and why it would probably die. Read to the children a book which stresses changes made by plants during winter or all the seasons (<u>Winter Is Here, About Four Seasons and Five Senses</u>). You may want to read just the sections which discuss weather and plant changes, saving people and animal changes and winter activities for later in the unit. <u>Evaluation</u> Play a riddle game based on the contents of the book. Describe a plant, animal, or weather condition and ask the children to identify the season or the object and the season. Example: I am making seeds and dropping them on the ground around me. My leaves are turning red. What am I? When am I doing these things? (Answer: a plant, in autumn)

UNIT UNDERSTANDING: D. In winter, many plants are alive, but they do not grow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Motor Skills</u> Manipulates pencil or crayons appropriately	2. (cont.) When you have completed the autumn picture, begin the outline of the winter tree. Again the children should be able to help you since they have been familiarized with some characteristics of winter. Ask them to recall what they have seen on their walks and tell you how to draw the tree. Again include a child and a bird adapted to wintertime weather. Continue the same procedure with spring and summer trees. If the children become restless, save the spring and summer drawings for a second activity on another day. For these two seasons, you will probably have to do most of the description yourself; it is doubtful that the children will be able to remember much about seasons which seem so long ago to them. After completing the summer picture, return to the autumn picture to complete the cycle. <u>Evaluation</u> Note carefully which children could and could not (1) participate in the activity; (2) identify seasonal changes; and (3) give you directions for drawing the pictures.
Understands and describes the sequence of the four seasons	<u>Extension Activity</u> Display the four pictures in the classroom to stimulate further discussion and recall about seasons. It is suggested that you arrange the pictures in a circular order to encourage the development of the understanding that the sequence of seasons repeats itself.

UNIT UNDERSTANDING: E. Crops are not harvested during the winter because the weather is too cold for plants to grow.

1. People eat many canned or frozen fruits and vegetables.
2. Fresh fruits and vegetables in the stores come from places far away where the weather is warm during our winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on pictures in book Isolates objects and activities in pictures Focuses attention on labels of cans <u>Auditory Skills</u> Listens to discussion and contents of book ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands why foods must be canned or frozen in the winter Knows objects and activities in book Knows the basic sequence of steps in the canning process Knows foods pictured on labels of cans RESPONSE SKILLS <u>Verbal Skills</u> Labels canned foods Recalls sequence of steps in canning process Uses complete sentences	1. <u>Basic Activity</u> Discuss with the children where we get our fruits and vegetables in the wintertime. If plants do not grow in the wintertime, where do we get the fruits and vegetables we eat? Explain simply that in some places in our country it is warm all year and crops grow year round. These fruits and vegetables are brought to our stores by airplanes and trucks, but these crops are very expensive. Many people can and freeze fruits and vegetables in the summer and fall for eating during winter and spring until new crops grow. Others buy canned and frozen foods at the store. Read a book to the children which presents a simple explanation of the canning process (<u>You Visit a Sugar Refinery and Fruit Cannery</u>). Outline the basic steps of the process referring to the pictures in the book as much as possible. Show the children a collection of cans of fruit and vegetables with labels intact. Encourage the children to identify each food. <u>Assessment Activity</u> Ask the children to sequence the basic steps in the canning process. Use the pictures in the book to help children having difficulty. Encourage the children to speak in complete sentences.

UNIT UNDERSTANDING: E. Crops are not harvested during the winter because the weather is too cold for plants to grow.

1. People eat many canned or frozen fruits and vegetables.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on pictures in book - Focuses attention on freezer or freezing unit of refrigerator and on frozen food package - Focuses attention on thermometer - Distinguishes liquid in thermometer - Discriminates changes in location of the thermometer's liquid - Focuses attention on ingredients for popsicles <u>Auditory Skills</u> - Listens to discussion and questions - Listens to directions for making popsicles <u>Tactile-Kinesthetic Skills</u> - Discriminates likenesses and differences in temperature - Discriminates likenesses and differences in textures <u>Taste-Olfactory Skills</u> - Discriminates the differences in popsicle flavors ABSTRACTING SKILLS <u>Conceptual Skills</u> - Knows the basic sequence of steps in the canning process - Understands why foods must be canned or frozen in the winter - Knows the basic sequence of steps in the freezing process	2. Basic Activity Introduce the concept of frozen foods. First review the basic steps in the canning process discussed in activity E-1. Encourage the children to explain <u>why</u> some fruits and vegetables must be canned. Ask them to recall the correct sequence of basic steps in the canning process. If necessary, refer to the pictures in the book describing canning. Explain that foods may also be preserved by freezing them. Give a very basic explanation of how foods are prepared and frozen. Take the children to the kitchen of your school to see the freezer or freezing unit of the refrigerator. Let each child put his hand inside the freezer and describe how it feels. Take a package of frozen food out of the freezer and let the children feel how hard and cold it is. Explain that when the food is unfrozen it will no longer be hard. Compare the temperature inside the refrigerator with that outside the refrigerator by having the children note the changes in the thermometer. Ask the children to predict what will happen to the liquid in the thermometer when you remove it. Let them note the change after the thermometer has been in the freezer for a few minutes and then watch the liquid rise when the thermometer is removed.

UNIT UNDERSTANDING: E. Crops are not harvested during the winter because the weather is too cold for plants to grow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Conceptual Skills (cont.)</u> Recognizes temperature concepts-- hot, warm Recognizes texture concepts-- hard, dry, powdery, wet Knows thermometer and its use Understands the concepts of liquid and solid <u>Association Skills</u> Relates changes in thermometer's liquid with changes in tem- perature	2. (cont.) <u>Assessment Activity</u> Let the children make popsicles or flavored ice cubes. You might give them a choice of two or three flavors. Encourage the children to help you measure and mix the ingre- dients. Ask them to note the tex- tures of the ingredients (dry, powdery, wet) and point out that the popsicles are now hot liquid. Ask the children to predict what will happen to the liquid after it is put into the freezer.
RESPONSE SKILLS <u>Verbal Skills</u> Identifies reasons for canning fruits and vegetables Recalls basic sequence of steps in the canning process Predicts what will happen to the thermometer's liquid when thermometer is removed from refrigerator Predicts what will happen to liquid form of popsicle after it has been placed in freezer Recalls steps in preparation of popsicles Identifies flavor of popsicle <u>Motor Skills</u> Aids teacher in measuring and mixing ingredients for pop- sicles	Serve the popsicles for dessert at lunchtime and ask the children to recall the steps in their prepara- tion. Ask each child to identify the flavor of his popsicle or cube.

UNIT UNDERSTANDING: E. Crops are not harvested during the winter because the weather is too cold for plants to grow.

1. People eat many canned or frozen fruits and vegetables.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on foods and pictures of foods Discriminates among the various foods <u>Auditory Skills</u> Listens to discussion and questions <u>Tactile-Kinesthetic Skills</u> Discriminates likenesses and differences in the textures of the foods Discriminates likenesses and differences in the flavors of the foods ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows foods Knows canning process and freezing process Recognizes texture concepts--hard, soft Recognizes temperature concepts--hot, cold; warm, cool <u>Association Skills</u> Relates food with the package or can it came from Relates certain characteristics with fresh, canned, or frozen foods <u>Classification Skills</u> Comprehends subclasses of foods--fresh, canned, frozen	3. <u>Basic Activity</u> Have a tasting party to compare fresh foods with those which are canned and frozen. Select foods which are easy to obtain and prepare. You might use: apples, grapefruit, tomatoes, corn, sweet potatoes. Have the food already prepared before you begin the activity. Let the children first taste a sample of the fresh food; then, the canned and/or frozen food. Show the pictures on the cans and packages to the children. Ask the children to describe to you the differences in taste and texture. Ask the children to note that the foods which had been frozen are no longer hard and cold. For comparison, you might have a sample of one of the foods which is still frozen. With each food, ask the children which form of the food--fresh, canned, or frozen--they like the best. Have the children find the correct package or can for the frozen and canned foods. <u>Assessment Activity</u> During lunch time, ask the children to recall what foods they had eaten during the tasting party. Then discuss the foods you are eating for lunch. Ask the children to tell which foods are fresh, which are canned or frozen. If any of the foods are canned or frozen, show the children the cans and packages.

UNIT UNDERSTANDING: E. Crops are not harvested during the winter because the weather is too cold for plants to grow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
a. Discriminates, recognizes, and identifies shape concept--cylinder b. Discriminates, recognizes, and identifies size concepts--large, larger, largest; small, smaller, smallest; fat, fatter, fattest; thin, thinner, thinnest Orders cans according to size relationships	3. (cont.) <u>Extension Activities</u> Use the collection of cans for the following skill activities: a. Use the cans to introduce the "cylinder" shape. Emphasize the fact that a cylinder is round like a circle but a cylinder has an area inside which can be filled with a substance; i.e., it can hold or contain something. b. Use the collection of cans for developing size concepts and relationships. The children can find the largest and the smallest, tallest and shortest, fattest and thinnest. Cans can be compared to find which are larger and smaller than a given can. The cans can be ordered from smallest to largest, shortest to tallest, and fattest to thinnest.

UNIT UNDERSTANDING: E. Crops are not harvested during the winter because the weather is too cold for plants to grow.

1. People eat many canned or frozen fruits and vegetables.
2. Fresh fruits and vegetables in the stores come from places far away where the weather is warm during our winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on objects and activities during field trip Isolates specific foods in grocery store <u>Auditory Skills</u> Listens to discussion ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows foods Knows concepts of fresh, canned, and frozen Understands sequence of events of field trip Recognizes ordinal position concepts--first, second, third, fourth <u>Classification Skills</u> Comprehends subclasses of foods--canned, frozen, fresh RESPONSE SKILLS <u>Verbal Skills</u> Recalls foods seen on field trip Recalls sequence of events of trip Uses ordinal position words--first, second, third, fourth	4. <u>Basic Activity</u> Take the children on a field trip to a grocery store. Put special emphasis on the canned and frozen foods sections, but also point out to the children that a variety of things can be bought in a grocery store. Ask the children to look at the labels and to find out how many different kinds of food can be prepared and put in cans. Ask them to do the same in the frozen food section. Determine which foods can be found in both sections. Familiarize the children with the other departments in the store. When viewing the fresh produce section, again describe where these foods come from and how they get to the store. If possible, buy a few items that are canned or frozen, and serve them at lunch or snack time. <u>Assessment Activity</u> When you return to school from the field trip, write an experience chart story recalling the visit to the grocery store. (See activity D-1 in the unit <u>Autumn</u> for the instructions for writing an experience chart story.) Put special emphasis on the sequence of events. In recalling the order of events, use the ordinal position words--first, second, third, fourth.

UNIT UNDERSTANDING: F. People have special winter activities.

1. Children play in the snow.
2. People remove snow from their walks with shovels and from the streets with snow plows.
3. Adults must scrape frost, ice, or snow off the windshields of cars before they drive in the morning.
4. Many people go ice skating.
5. Some people go to hockey games.
6. People heat their homes and keep the doors and windows closed in order to keep warm.
7. Children often put seeds or bread outside to feed the birds.
8. Children play many indoor games in winter.
9. People eat many more hot foods during cold winter weather--hot cereals, soups, hot chocolate.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on pictures Isolates objects and activities in pictures Focuses attention on pantomimes Discriminates among the motions being pantomimed <u>Auditory Skills</u> Listens to discussion Listens to labels for winter activities	1. Basic Activity With the aid of a book containing pictures of winter activities (<u>Best Word Book Ever</u>), or with the aid of study prints, discuss the various winter activities, games, and sports. Referring to the pictures, point out what the weather is like and what kind of clothing is needed. Emphasize that without the cold weather there would be no ice or snow for winter games and sports. Introduce some new vocabulary words such as: sled, sleigh, toboggan, ski, hockey. Classify the games which can be played in the snow and those which are played on ice.
ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands time concepts--winter, autumn Recognizes seasonal characteristics in pictures Knows weather conditions	<u>Evaluation</u> Point to each picture you have discussed, and ask the children to identify the activity. After all

UNIT UNDERSTANDING: F. People have special winter activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Conceptual Skills (cont.)</u> Knows articles of clothing Knows seasonal activities <u>Association Skills</u> Relates certain activities with appropriate season of the year Relates winter activities, sports, and games with their labels <u>Classification Skills</u> Comprehends classes of seasonal activities--winter activities, autumn activities	1. (cont.) of the activities have been identified, ask a child to choose one of the pictures without the others seeing it. Then ask him to pantomime the activity, and encourage the others to guess what he is doing. Follow this procedure with all of the pictures. As the children identify the activities being demonstrated, encourage them to use the labels for the motion concepts--sliding, skating, skiing, sledding, throwing, slipping, etc. To close the activity, name an autumn or winter activity, and ask a child to identify the season when the activity would most likely take place. Examples: sledding, raking leaves, ice skating, football, making jack-o-lanterns. Give each child a turn to identify the season for an activity you name.
RESPONSE SKILLS <u>Verbal Skills</u> Identifies winter activities Guesses activity being pantomimed Uses labels for motion concepts Identifies season in which an activity occurs <u>Motor Skills</u> Pantomimes winter activities	

UNIT UNDERSTANDING: F. People have special winter activities.

1. Children play in the snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on story Isolates objects and activities in book's pictures <u>Auditory Skills</u> Listens to story and discussion ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands contents of story Knows winter activities Knows winter weather conditions Knows articles of clothing Understands sequence of events in story <u>Association Skills</u> Relates certain activities with winter RESPONSE SKILLS <u>Verbal Skills</u> Expresses reactions to story Answers questions concerning story Recalls events of story in correct sequence Identifies Peter's activities	2. <u>Basic Activity</u> Read the story, <u>The Snowy Day</u>. This book is an excellent introduction to an understanding of children's winter activities. When reading the story, discuss the special things we can do in the snow, such as making snowmen, and sliding down snowy hills. This story also provides a good opportunity to discuss winter weather and the clothing needed for playing in the snow. Emphasize the warmth of the house in contrast to the cold outdoors. <u>Evaluation</u> Encourage different children to express their reactions to the story by asking, "How did you like the story?" Ask the children questions about Peter's snowy day. Encourage them to sequence the events in the story correctly. Ask them to identify all Peter's activities.
a. Draws or paints a picture of Peter in the snow	<u>Extension Activities</u> a. The children would probably enjoy drawing or painting a picture of Peter in the snow. b. As a follow-up activity, show the film <u>The Snowy Day</u>. Emphasize the same concepts and skills developed in the book.

UNIT UNDERSTANDING: F. People have special winter activities.

1. Children play in the snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on materials for building snowman - Distinguishes parts of snowman - Discriminates among the colors, shapes, and number of the snowman parts - Discriminates among the sizes of the three spheres - Focuses attention on the materials needed for making clay snowman <u>Auditory Skills</u> - Listens to discussion and questions - Listens to directions for making clay model - Listens to the label "sphere" ABSTRACTING SKILLS <u>Conceptual Skills</u> - Knows snowman and its parts - Knows materials used for building snowman - Recognizes color concepts - Recognizes shape concepts-- sphere - Recognizes number concepts-- large, middle-sized, small - Understands the concepts of freeze and melt <u>Association Skills</u> - Relates round, solid shape with the label "sphere" RESPONSE SKILLS <u>Verbal Skills</u> - Answers problem-solving questions concerning the building of the snowman	3. Basic Activity When the weather cooperates with a good snow, build a snowman outside with the children. As you make the snowman, bring in as much problem-solving as possible. Examples: How many body parts do you need? What sizes should the parts be? What can you use to make a nose, eyes, mouth? What might happen to the snowman when the sun makes the air warmer? Introduce the word "sphere" for the round solid shape used for the body parts, and emphasize the three sizes of spheres used. <u>Assessment Activity</u> Make snowmen out of clay with a small group of children. Give each child a lump of clay, and let him manipulate it. Discuss how it feels. Then ask the group to tell you how a snowman could be made from the clay. Examples: How could the body parts be made? How can you make the body parts into three different sizes? Show the children how to take a small piece of clay and roll it into a ball. Encourage the children to use the word "sphere" for the round solid shape. Direct them to follow you and make the large ball for the base of the snowman first, then the middle-sized ball, then the smallest ball for the head. Ask the children to identify the comparative sizes of the body parts.

UNIT UNDERSTANDING: F. People have special winter activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Suggests how to make snowman out of clay Labels the comparative sizes of the three spheres Uses the label "sphere" when discussing the snowmen <u>Motor Skills</u> Manipulates clay appropriately Forms clay spheres as directed	3. (cont.) Let the children work independently to complete the snowmen. Then place them where the clay can harden overnight. Ask the children to identify the round-shaped body parts.
a. Manipulates paint and paint brush appropriately Recognizes and identifies color concepts b. Knows and reproduces words, melody, and rhythm of song	<u>Extension Activities</u> a. The children will probably like to paint the clay snowmen with tempera paint. Emphasize the color white and review the names of other colors used for the parts of the snowman. b. Teach the children a song about snow or a snowman ("Our Snowman").

UNIT UNDERSTANDING: F. People have special winter activities.

1. Children play in the snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on sequence pictures - Isolates objects and activities in pictures - Detects clues in each picture which designate its place in the sequence - Scans pictures from left to right <u>Auditory Skills</u> - Listens to discussion and questions ABSTRACTING SKILLS <u>Conceptual Skills</u> - Knows snowman and its parts - Knows objects and activities in pictures - Knows steps involved in building a snowman in correct sequence - Recognizes ordinal position concepts--first to sixth <u>Association Skills</u> - Relates picture with event it depicts RESPONSE SKILLS <u>Verbal Skills</u> - Describes objects and actions in pictures - Recalls steps involved in building a snowman in correct sequence - Identifies reason for placement of a picture in the sequence - Uses labels for ordinal position concepts	4. <u>Basic Activity</u> With a small group of children, sequence the steps involved in the building of a snowman. You can use the Judy See-Quees puzzle or make your own set of pictures similar to the puzzle, consisting of six steps: (1) two children are running in the snow on a sunless day, snow is falling; (2) the two children are rolling a large ball (sphere) to make the base of the snowman; (3) the children have put the middle-sized ball of snow in place and one child is putting the smallest ball on top; (4) the children have given the snowman eyes, a nose and mouth, buttons, arms, a pipe, and a hat; (5) the sun has come out and the snowman is beginning to melt; (6) the sun is still out and there is nothing left of the snowman but his hat, pipe, stick arms, and a few pieces of coal. Discuss each of the pictures in the set, but not in their correct sequential order. Ask individual children to describe the objects and actions illustrated in each picture. <u>Evaluation</u> Challenge the children to order the pictures as the events would really occur. Ask different children to tell you which step would occur first, second, etc., when making a snowman. Refer to the snowman the children made. As a child selects a picture for a certain position in the sequence, ask him to explain his reason for the placement he suggests. Encourage the children to use the ordinal position words--

UNIT UNDERSTANDING: F. People have special winter activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Interprets the ordered pictures to tell a story <u>Motor Skills</u> Selects and places sequence pictures correctly	4. (cont.) first, second, third, fourth, fifth, sixth. Arrange the pictures in a row, from left to right, in front of the children. When the children have completed the sequence, review the story which the pictures tell.

UNIT UNDERSTANDING: F. People have special winter activities.

1. Children play in the snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on felt objects Isolates each felt object Combines pieces to make a snowman <u>Auditory Skills</u> Listens to discussion Listens to words of fingerplay Discriminates likenesses among the sounds of words ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows snowman and its parts Knows words and actions of fingerplay in correct sequence Understands concept of rhyming <u>Association Skills</u> Relates each felt piece with object it represents Relates actions with appropriate words in fingerplay RESPONSE SKILLS <u>Verbal Skills</u> Labels parts of snowman Reproduces words of fingerplay Identifies the words which rhyme in the lines recited by the teacher <u>Motor Skills</u> Arranges felt pieces to make complete snowman Reproduces actions of fingerplay	5. Basic Activity Teach the children the fingerplay "I Am a Snowman." This activity can be introduced most effectively by using the flannel board and a set of felt objects to represent the snowman's parts. Use three white snowballs of graduated sizes, black hat, round black eyes, and buttons from the Snowmen Set (Activity B-6). Make an orange carrot nose, a red scarf, and a corncob pipe. Randomly place the parts on the flannel board, and ask different children to identify the parts and arrange them to make the snowmen. Assist them only when necessary. Explain that a muffler is a scarf. Teach the children the words and actions for "I Am a Snowman." Demonstrate the complete poem; then ask the children to repeat each line after you. When the children know the words quite well, use the poem for a rhyming activity. Ask the children to listen carefully as you recite the first two lines, emphasizing the last words, white and night. Ask the children if they could hear two words that rhyme. If they have difficulty, repeat the lines several times or give them pairs of words in the lines and ask if they do or do not rhyme: cold-white, snowman-cold, white-night. Continue through the remaining lines, having the children find the rhyming pairs: high-eye, red-head, my-cry, round-ground.

UNIT UNDERSTANDING: F. People have special winter activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	5. (cont.) <u>Evaluation</u> Note carefully the children who could and could not do the following: (1) recall the words of the fingerplay; (2) reproduce the correct actions with the words; (3) discriminate and identify the rhyming words. Provide additional rhyming activities for children who have difficulty. <u>Extension Activity</u> Other suggested poems for rhyming activities are "Snowflakes," "Little Jack Horner," "Christmas Shoppers," "Christmas Presents," "In Santa's Workshop," "In Wintertime," and "The Toy Shop."

UNIT UNDERSTANDING: F. People have special winter activities.

6. People heat their homes and keep the doors and windows closed in order to keep warm.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on pictures and on thermometers Isolates objects and activities in pictures Distinguishes liquid in thermometer <u>Auditory Skills</u> Listens to discussion and questions ABSTRACTING SKILLS <u>Conceptual Skills</u> Recognizes temperature concepts-- hot, cold; warm, cool Knows various ways people keep warm in the winter Knows various methods and materials for heating buildings Knows thermometer and its use <u>Association Skills</u> Relates the heating of buildings with winter RESPONSE SKILLS <u>Verbal Skills</u> Describes how school is heated Describes how home is heated Identifies reason for heating buildings	6. <u>Basic Activity</u> Review activity G-3 in the unit <u>Autumn</u>. Discuss all the ways that people keep warm in the wintertime including wearing heavy clothing, using more bedding, walking fast when outside, and heating our homes. Review the different methods and materials for heating buildings. Ask the children if anyone can remember how the school is heated. Again, use pictures of heaters, stoves, furnaces, etc. Show the children the height of the liquid in two thermometers, one placed inside the school and the other placed outside. Emphasize the contrast between the two. Explain that if we did not heat buildings during the winter, the temperature would be the same inside as outside. <u>Evaluation</u> Ask each child to tell how his own home is heated. Ask the children why it is necessary to heat our homes and school and what would happen to us if we did not.

UNIT UNDERSTANDING: F. People have special winter activities.

9. People eat many more hot foods during cold winter weather--hot cereals, soups, hot chocolate.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on pictures - Isolates each food - Distinguishes parts of stove - Distinguishes parts of refrigerator <u>Auditory Skills</u> - Listens to discussion and questions ABSTRACTING SKILLS <u>Conceptual Skills</u> - Knows foods - Knows stove, its parts, and its use - Knows refrigerator, its parts, and its use - Recognizes temperature concepts--hot, cold; warm, cool <u>Association Skills</u> - Relates hot foods with keeping people warm in the winter - Relates certain foods with preparation in or on a stove - Relates certain foods with storage in refrigerator <u>Classification Skills</u> - Comprehends two subclasses of foods--hot, cold RESPONSE SKILLS <u>Verbal Skills</u> - Labels foods - Recalls if he has eaten certain foods - Identifies how foods are prepared	7. <u>Basic Activity</u> Make a collection of pictures of hot foods and cold foods (<u>PLDK Stimulus Cards, Food Models in Full Color</u>). Explain to the children that in cold weather we eat hot foods to help keep us warm. Show the children the pictures of models of some hot foods. Ask the children to identify the foods and tell you if they have ever eaten them before. Do they remember how the food was prepared? Where do we put food to make it hot? Show a picture of a stove having the children identify the oven and the eyes or burners. Review the fact that in order to make foods hot they must either be baked in the oven or cooked on one of the eyes or burners on top of the stove. For contrast, show the children some pictures of cold foods. Identify and discuss these in the same way. Show a picture of a refrigerator and review its use. <u>Evaluation</u> Combine all of the pictures which you have discussed and ask the children to classify the foods as to whether they are hot or cold. Hold up each picture and ask one of the children to identify the food and to tell whether it is hot or cold. (Is it prepared on a stove or kept in a refrigerator?) Place the pictures in two groups where the children can see them.

UNIT UNDERSTANDING: F. People have special winter activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Labels parts of stove Identifies foods as to whether hot or cold, prepared on a stove or stored in a refrigerator	7. (cont.)
	<u>Extension Activity</u> Discuss the hot and cold foods served at lunch or snack time. Ask the children to tell you how the food was prepared and whether or not it must be kept in a refrigera- tor.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

1. People wear hats, coats, boots, snowsuits, gloves, mittens, and scarves when they go outside their homes.
2. Winter clothes are made from thick, heavy material.
3. Some winter clothing is made from wool cloth which comes from sheep wool.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on articles of clothing and on scraps of material Discriminates plaid design <u>Auditory Skills</u> Listens to discussion and directions Listens to labels "plaid," "wool," and "cotton" <u>Tactile-Kinesthetic Skills</u> Discriminates likenesses and differences in texture of materials Discriminates likenesses and differences in weight or thickness of materials ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows articles of clothing Knows wool and its origin Knows plaid design Recognizes texture concepts--rough, scratchy, fuzzy, soft, smooth, thick, thin Recognizes weight concepts--heavy, light Recognizes color concepts Knows cotton	1. <u>Basic Activity</u> Since special winter clothes have already been discussed, the children should be able to identify most of them. Ask the group to name some clothes that they need to wear in cold winter weather to keep themselves warm. Show the children some of their own coats, hats, scarves, mittens, and boots, and ask them to identify and describe them. Explain that many dresses, shirts, pants, hats, socks, scarves, etc., are made from a material called wool which comes from sheep. Show some scraps of wool material and some examples of wool clothing. If possible, have some examples of plaid material. Give the children the label "plaid" and discuss this design. Let the children feel the material and ask them to describe how it feels. Encourage them to use adjectives such as heavy, thick, rough, scratchy, fuzzy. To give a contrast to wool's weight and texture, show some scraps of light materials (cotton, nylon, etc.) and some examples of clothing that would be worn in warm weather. Let the children feel these and again ask them to describe how the materials feel. Encourage them to use descriptive words such as light, thin, soft.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Association Skills</u> - Relates certain clothing with winter - Relates the texture and weight of certain materials with wool - Relates plaid design with its label <u>Classification Skills</u> - Comprehends two subclasses of clothing--cold weather clothes and warm weather clothes RESPONSE SKILLS <u>Verbal Skills</u> - Labels clothes needed for cold weather - Describes texture and weight of materials - Uses descriptive adjectives for materials - Labels colors of material - Identifies material as to whether it has a plaid design - Identifies material as to whether it is appropriate for cold or warm weather <u>Motor Skills</u> - Feels scrap of material carefully in order to describe it	1. (cont.) <u>Evaluation</u> Put all of the scraps of material and the pieces of clothing in a bag or box. Ask the children to come one at a time and, without looking, choose something from the "grab bag." Ask each child to feel the material carefully; to describe its weight, texture, color; to decide whether or not the material has a plaid design; and to tell whether the material is appropriate for cold weather or warm weather. Encourage the children to use the labels for wool and cotton and to describe the material scraps using complete sentences.
- Manipulates paper dolls and clothing appropriately - Dresses paper dolls in warm and cold weather clothing as directed by teacher - Knows and labels articles of clothing - Verbalizes in role play situation	<u>Extension Activity</u> As a follow-up activity, dress paper dolls with emphasis on seasonal clothing. This could best be done with a small group of children. Any commercial set of paper dolls could be used as long as it contains both warm and cold weather clothes. Give each member of the group a doll, and then direct the

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.) children to dress the dolls--first in clothes for cold weather, then in clothes for warm weather. Ask the children to identify the articles of clothing which they put on the dolls. Give the children time to role play independently with the paper dolls.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

1. People wear hats, coats, boots, snowsuits, gloves, mittens, and scarves when they go outside their homes.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on flannel board materials, pair of gloves, and pair of mittens Isolates each felt article of clothing Distinguishes clothing parts Discriminates the likenesses and differences between a pair of gloves and a pair of mittens Isolates each finger of glove or mitten when counting Discriminates plaid design <u>Auditory Skills</u> Listens to discussion and questions Listens to labels for Willie's winter clothes Listens to directions during game ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows articles of winter clothing Recognizes weather conditions Recognizes plaid design Understands the difference between mittens and gloves Recognizes number concepts--sets one to ten <u>Association Skills</u> Relates articles of clothing with their labels Relates certain articles of clothing with cold weather	2. <u>Basic Activity</u> Make the winter additions for Willie the Weatherboy (DARCEE). Introduce the wintertime Willie dressed in his new seasonal clothes: an overcoat or snowsuit, a snow hat, a scarf, boots, and gloves or mittens. You may wish to add a strip of white felt on the ground to denote snowy weather. Assist the children in labeling the new articles of clothing and in describing the weather for which Willie is dressed. Show the children Willie's new plaid shirts. Spend time discussing the concept of plaid, and assist the children in finding examples of plaid material in their own clothing. On a table in front of the children, randomly arrange a pair of gloves and a pair of mittens. Select a mitten and ask a child to find another object on the table that looks just like it. Do the same with the gloves. Assist the children in labeling the two types of hand covers. Describe the differences between gloves and mittens, emphasizing the number of fingers in each. Count the fingers with the children. Ask different children whether they wear gloves or mittens to school. Show the children Willie's tiny pairs of gloves and mittens. Ask individual children to label each pair.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Association Skills</u> (cont.) Relates plaid design with its label RESPONSE SKILLS <u>Verbal Skills</u> Labels articles of clothing Describes weather condition for which Willie is dressed Labels gloves and mittens Counts fingers on gloves and mittens Answers whether he wears gloves or mittens to school Describes Willie's clothing <u>Motor Skills</u> Locates plaid design in children's clothing Dresses Willie as teacher directs	2. (cont.) <u>Evaluation</u> Play a quick recognition and labeling game with Willie's new clothing. Give some children directions to place a certain article of clothing on Willie. With more advanced children, dress Willie and ask them to describe what he is wearing.
a. Recalls clothing worn by Willie without visual cue Recalls positions of felt objects without visual cue	<u>Extension Activities</u> a. Begin playing visual memory games with Willie. Let the children help you dress him for the day's weather at a time early in the day. Ask the group to look at Willie's clothes carefully; then remove them and place them in a box with his other clothes. Later in the day bring Willie out again and ask individual children to place one item of clothing on Willie which they remember him wearing earlier in the day. If the children are successful here, extend the memory time to a day or more. You could also ask the children to remember positions by placing items such

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
b.(1) Discriminates, recognizes, and identifies shape concepts--diamond, star, crescent moon, bell (2) Recognizes color concepts--red, blue, yellow, green, orange, purple, black, white Recognizes shape concepts--circle, square, triangle, rectangle, diamond, star, crescent moon, bell Recognizes position concepts--above, below; beside, near; top, bottom, etc. (3) Recognizes and identifies number concepts--sets one to ten Places or removes certain set of figures as directed by teacher	2. (cont.) as a sun, a cloud, or the evergreen tree on the flannel board with Willie. Then ask individual children to recall where these items were in relation to Willie, and to place them on the flannel board. b. During the week before the Christmas holiday, Willie's evergreen tree and ornaments can be used for many skill development activities: (1) Introduce new shapes--diamond, star, crescent moon, bell. (2) Play color, shape, and position recognition games where you give a child a direction to place an ornament of a specific shape and color on the tree, perhaps in a specific position. (3) Use the ornaments to play number concept games. Ask a child to place a certain number set of ornaments on the tree, or to remove a certain set of ornaments. When you are using the tree, frequently ask the children to count and to identify the set of ornaments on the tree.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
(4) Detects and identifies missing ornament on tree Identifies shape and color concepts	2. (cont.) (4) Play "What's Missing?" games with the tree ornaments to encourage the identification of color and shape concepts.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

1. People wear hats, coats, boots, snowsuits, gloves, mittens, and scarves when they go outside their homes.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on book's pictures - Isolates objects and activities in pictures - Detects winter clues in story's illustrations - Isolates each mitten when counting - Focuses attention on materials for number set activity <u>Auditory Skills</u> - Listens to story and discussion - Listens to directions for reproduction of sets ABSTRACTING SKILLS <u>Conceptual Skills</u> - Understands contents of story and its sequence of events - Recognizes winter clues - Knows articles of clothing appropriate for winter - Recognizes number concepts--sets one to ten, sets whose numbers are the "same as," "less than," and "greater than" a designated number RESPONSE SKILLS <u>Verbal Skills</u> - Identifies articles of winter clothing - Counts mittens one by one - Recalls sequence of events in story - Uses complete sentences	3. <u>Basic Activity</u> Read <u>Too Many Mittens</u>, an excellent book for stimulating a discussion of winter clothes. Encourage the children to look for winter clues in the story's illustrations, to identify the various articles of winter clothing, and to count one by one the mittens on the clothesline. <u>Assessment Activity</u> Review the story with the children, sequencing the events. Praise them for using complete sentences and ordinal position words. Then conduct a number set activity with a small group of children. Each child will need ten red mittens, cut from construction paper, and one piece of white construction paper on which you have drawn a clothesline. Give each child his ten mittens and piece of white paper. Direct the children to reproduce certain sets by placing the mittens on the clothesline across their piece of construction paper. Ask them to identify the number of each set they make. You can also direct the children to reproduce and identify sets whose numbers are the "same as," "less than," and "greater than" a designated number. When the set game is completed, the children could paste their mittens on the clothesline and display them in the classroom.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Uses ordinal position words-- first through fourth Identifies number of members in each set reproduced Describes set as to whether its number of members is the "same as," "less than," or "greater than" a designated number <u>Motor Skills</u> Reproduces number sets as directed by teacher Pastes construction paper mittens on clothesline	3. (cont.)
Manipulates pencil or crayon to trace around hand Laces around edges of mitten	<u>Extension Activity</u> The children would probably enjoy making red mittens out of felt or construction paper. Each child could trace around his hand onto a double thickness of material or paper to make his own mitten. Punch holes around the edge of the mittens, and let the children lace them with colored yarn.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

1. People wear hats, coats, boots, snowsuits, gloves, mittens, and scarves when they go outside their homes.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on pictures - Isolates each article of clothing - Distinguishes parts of clothing - Discriminates weight, texture, and color of each article of clothing <u>Auditory Skills</u> - Listens to discussion and directions for game ABSTRACTING SKILLS <u>Conceptual Skills</u> - Knows articles of clothing - Knows clothing parts - Recognizes weight concepts--heavy, light - Recognizes texture concepts--rough, scratchy, fuzzy, soft, smooth, thick, thin - Recognizes color concepts <u>Association Skills</u> - Relates article of clothing with who might wear it <u>Classification Skills</u> - Comprehends two subclasses of clothing--cold weather clothes and warm weather clothes RESPONSE SKILLS <u>Verbal Skills</u> - Labels articles of clothing - Uses complete sentences - Labels clothing parts	4. <u>Basic Activity</u> Collect pictures of warm and cold weather clothing (magazine pictures or PLDK Stimulus Cards--Clothing Cards) for a classification activity. Begin the activity by asking the children to label the various articles of clothing. Encourage them to talk about the clothes using complete sentences. Discuss their weights, textures, and colors, and who might wear them. Ask the children to label the various parts of certain clothes: collar, sleeves, belt, buttons, pockets, zippers. <u>Evaluation</u> After the identification and discussion of all the clothing, organize a quiz game to classify clothing into two groups--those for cold weather and those for warm weather. Divide the children into two teams and explain the sorting game. Appoint one or two scorekeepers to keep the tally of correct answers on a large piece of paper or a chalkboard. Place all the pictures in a bag. Have members of the two teams take turns drawing a picture, identifying the clothing, and classifying it as warm or cold weather clothing. Display the pictures in the two groupings where the children can see them. When all children have taken a turn, count the tally marks for each team to determine the winner.

UNIT UNDERSTANDING: G. People wear special clothing for cold weather during the winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Identifies article of clothing as to whether it is appropriate for cold or warm weather <u>Motor Skills</u> Sorts picture into appropriate category	4. (cont.)
Comprehends and identifies categories of clothing: (1) clothing worn by boys, girls, men, women; and (2) clothing worn for work, play, dress	<u>Extension Activity</u> In a later activity, the pictures could be classified in other categories: (1) clothing worn by boys, girls, men, women; (2) clothing worn for work, play, dress. This is a good review activity for concepts presented in the units <u>All About Me</u> and <u>Home and Family</u>.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

1. People help pets protect themselves in winter.
2. The farmer protects his farm animals in winter.
3. The squirrel, deer, and other forest animals protect themselves from cold winter weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on pictures Isolates animal in each picture <u>Auditory Skills</u> Listens to discussion and questions Listens to words of poem ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows the various ways people protect themselves in cold weather Knows the pets, farm, forest, and jungle animals discussed Knows the various ways animals protect themselves in cold weather <u>Association Skills</u> Relates each animal with its specific means of protection from cold weather Relates clues given in poem in order to identify the animal it describes <u>Classification Skills</u> Comprehends two subclasses of animals--pets and non-pets	1. <u>Basic Activity</u> Begin a discussion of animal protection in winter by reviewing with the children all the ways people protect themselves from cold air. Ask them what they think animals do in winter since they do not wear clothing, do not have a heated home, and do not have warm food to eat. Discuss any suggestions they offer. Focus the discussion on pets which were presented in the unit <u>Home and Family</u>. Although cats and dogs seldom wear clothing, they do grow heavy coats of fur and hair. They depend on people for a warm house and food. Ask each child to name an animal he knows about that is <u>not</u> a pet. Have pictures of farm and forest animals available to show. As each animal is named, briefly describe his protection during the winter. Any farm animals named would depend on the farmer for a warm barn and food. A forest animal might grow a thick coat of fur and would depend primarily on the food it ate or stored in autumn and the home it built for its survival during the winter. Some would sleep all winter. Many birds would fly away to warm places until spring. If any jungle animals are named, explain briefly that these animals live where the weather is always warm.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS <u>Verbal Skills</u> Suggests how animals might protect themselves from cold weather Labels an animal which is <u>not</u> a pet Identifies one animal's means of protection from cold weather Uses complete sentences Guesses animal described in poem	1. (cont.) <u>Evaluation</u> After the discussion, ask each child to name one way a pet, farm animal, or forest animal protects itself from cold winter weather. Encourage the children to use complete sentences. Read the poem "Where Is It?" to see if the children can guess what animal (squirrel) the poem is about.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

2. The farmer protects his farm animals in winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on pictures or models of animals and on film Isolates objects and activities in film <u>Auditory Skills</u> Listens to discussion and film ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows farm animals and farm buildings Understands contents of film Knows ways in which farm animals adapt to winter weather <u>Classification Skills</u> Comprehends a subclass of animals--farm animals RESPONSE SKILLS <u>Verbal Skills</u> Recalls contents of film Labels animal in picture Recalls something about the animal which was mentioned in the film	2. <u>Basic Activity</u> Show the film <u>Winter Is an Adventure</u>. This film is especially relevant at this time because it concerns farm animals and the various ways they adapt to winter weather. It is also an excellent preparation for a winter trip to a farm. Before showing the film, review with the children facts about farms and farm animals by presenting pictures (<u>PLDK Stimulus Cards</u> or <u>Teaching Pictures</u>) or models of the animals. Prepare the children for some of the things they will see in the film by discussing the names of the various animals and farm buildings. <u>Evaluation</u> Review the contents of the film with the children. Show a picture of an animal shown in the film. Ask a child to identify the animal and to tell something about it that was mentioned or shown in the film. Continue this procedure until all the animals have been discussed.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

2. The farmer protects his farm animals in winter.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on animals, buildings, and objects on field trip - Focuses attention on experience chart story - Isolates each word and picture in experience chart story - Scans experience chart from left to right and from top to bottom <u>Auditory Skills</u> - Listens to discussion - Listens to experience chart story <u>Tactile-Kinesthetic Skills</u> - Notifies textures of various kinds of animal feed <u>Taste-Olfactory Skills</u> - Notifies odors of various kinds of animal feed ABSTRACTING SKILLS <u>Conceptual Skills</u> - Knows farm animals and farm buildings - Knows the ways farm animals protect themselves or are protected from cold weather - Knows foods eaten by farm animals - Knows wool, its origin, and uses - Understands sequence of events from trip - Knows concept of a story title	3. Basic Activity Take the children on a field trip to a farm. Be sure to point out how the animals keep warm by staying inside and by growing heavy winter coats of hair or fur. Provide labels for the farm buildings such as barn, chicken house, and stable. Point out that these buildings protect the animals from rain, snow, and cold wind. Explain that there is very little grass for animals to eat in the winter, so the farmer feeds the animals hay and grain which has been harvested and stored in the barn. If possible, let the children feel and smell various kinds of feed. Point out and identify a variety of farm animals. If there are any sheep, show the children their thick coats of hair called wool. Ask them to recall how we use wool. Explain that in the spring, when the weather is warm, the sheep will be sheared and the wool used for clothing. <u>Assessment Activity</u> Write an experience chart story of the trip with the children. (See Activity D-1 in the unit <u>Autumn</u> for the procedure.) Again, you might want to draw pictures of the objects they mention having seen. Through questions, guide the children to recall the events of the trip in sequential order. Encourage them to speak in complete sentences and to use the ordinal position words.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Association Skills</u> Relates printed word with spoken word <u>Classification Skills</u> Comprehends a subclass of animals--farm animals RESPONSE SKILLS <u>Verbal Skills</u> Recalls the uses of wool Recalls events of field trip in correct sequence Uses complete sentences Uses ordinal position words--first through fourth Uses a variety of sentence structures Suggests a title for the experience chart story	3. (cont.) As much as possible, print exactly what each child says. Give special praise for any sentence forms which vary from the common "I saw a . . .," in order to encourage variety and originality in expression. When the children have completed their story, read the entire chart together. Explain to the children that a story usually has a title. Discuss several stories that you have read recently, and ask the children to recall the titles. Encourage the children to name their own story. If several suggestions are offered, have the children vote to determine the final title. Print the title across the top of the chart story.
Understands contents of book	<u>Extension Activity</u> As a follow-up activity, read <u>The True Book of Seasons</u>. This book is excellent to use as a review of all the concepts and understandings in the unit; moreover, you can place special emphasis on the information about farm and forest animals.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

3. The squirrel, deer, and other forest animals protect themselves from cold winter weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on book's pictures - Isolates objects and activities in pictures - Focuses attention on drawings <u>Auditory Skills</u> - Listens to contents of book - Listens to directions for drawing ABSTRACTING SKILLS <u>Conceptual Skills</u> - Understands contents of book - Knows animals in book - Knows the ways animals protect themselves from cold weather - Knows the ways animals obtain food in the winter <u>Classification Skills</u> - Comprehends a subclass of animals--forest animals RESPONSE SKILLS <u>Verbal Skills</u> - Labels animals in book - Recalls contents and events of story - Identifies animal in drawing - Describes what animal in drawing is doing <u>Motor Skills</u> - Reproduces a recognizable representation of animal in the winter	4. <u>Basic Activity</u> Read a book concerning animals in winter (<u>Little Bear's Christmas, Where Is the Bear?</u>). Emphasize how animals adapt to winter, how they protect themselves, and what they do to obtain food. Help the children learn to identify a few of the animals. <u>Evaluation</u> Review the contents and events of the story. Give the children materials to draw a picture of an animal in the winter using crayons, water colors, tempera paints, or colored chalk. Encourage each child to identify the animal he draws and to describe what it is doing.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

3. The squirrel, deer, and other forest animals protect themselves from cold winter weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on flannel board materials and pictures Isolates each animal <u>Auditory Skills</u> Listens to discussion Listens to clues given in riddle ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows animals presented in discussion and animals described in riddle game Knows the winter habits of the animals discussed <u>Association Skills</u> Relates certain characteristics with the squirrel, deer, and bear Relates clues given in riddle in order to identify the animal described <u>Classification Skills</u> Comprehends a subclass of animals--forest animals RESPONSE SKILLS <u>Verbal Skills</u> Describes winter habits of squirrel, deer, bear Identifies animal described in riddle	5. <u>Basic Activity</u> Conduct an activity at the flannel board to demonstrate to the children how the squirrel, deer, and bear protect themselves (Instructo--Animals in the Woods). With each animal, discuss where it spends the winter, how it gets food, and whether or not it sleeps all winter (hibernates). Refer to an encyclopedia or the Teacher Information Sheet in the flannel board set for specific facts about each animal. Discuss one animal at a time; then compare the winter habits of the three. It is not necessary to introduce more animals or to go into detail in the discussion since the unit <u>Forest Animals</u> is next in unit sequence. <u>Evaluation</u> Play a riddle game focusing on pets and a few forest and farm animals which the children know. Describe the physical characteristics and winter habits of the animal and ask the children to identify the animal. If the children have difficulty, display a picture (<u>PLDK Stimulus Cards</u>) or flannel board figure of each animal you plan to tell a riddle about. After you recite a riddle, a child can select the picture and identify the animal which answers the riddle.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Understands the contents of the story or film	5. (cont.) <u>Extension Activities</u> A suggested follow-up activity would be a story (<u>The Good Friends, Deer in the Snow</u>) which focuses on animals in winter. The film <u>Spotty the Fawn in Winter</u> is an excellent illustration of how animals, even wild forest animals, often depend on people for food during winter months.

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

3. The squirrel, deer, and other forest animals protect themselves from cold winter weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on birdfeeder and birds which visit it Discriminates likenesses and differences in the physical characteristics of the birds which visit the feeder <u>Auditory Skills</u> Listens to discussion and questions ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows the various kinds of birds Knows the types of foods birds eat Knows birdfeeder and how people use it to protect birds in the winter Understands how birds protect themselves in cold weather <u>Association Skills</u> Relates certain characteristics with a specific kind of bird <u>Classification Skills</u> Comprehends a subclass of animals--birds RESPONSE SKILLS <u>Verbal Skills</u> Identifies the various birds which visit the feeder Answers questions concerning birds and the birdfeeder	6. <u>Basic Activity</u> During the unit <u>Autumn</u>, you probably discussed the activity of birds in the fall. Perhaps you placed a birdfeeder near the school so that the children could help feed the birds during the winter. If so, review why the birdfeeder is helpful to the birds. If the children watch the feeder regularly, they should be learning to identify different kinds of birds which visit. If you have no feeder, perhaps you could buy one or have one made. Review the fact that many birds fly away in autumn to a place where it is warm. The birds that remain during the winter have difficulty finding food. Some people help protect the birds by putting needs, bread crumbs, or popcorn outside for them to eat. Ask the children if they would like to help feed the birds. Show the children a birdfeeder and demonstrate how to fill it with seeds. Let the children help in locating a good spot for the feeder, preferably where it can be seen from a classroom window. (If you cannot obtain a feeder, the children can select a spot outside where they can place food each day.) <u>Evaluation</u> During the winter, encourage the children to watch the feeding spot to observe the different birds which come to eat. Notice which children do and do not learn to recognize and identify the different birds. Perhaps the children

UNIT UNDERSTANDING: H. In winter, animals protect themselves from the cold weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	6. (cont.) could conduct an informal investigation to answer some questions that might arise. Examples: Do more birds visit when the ground is covered with snow? Is there a particular food which the birds seem to enjoy most?

Included at the end of the sequenced instructional guide portion of this unit are several activities using the popularized and secular elements of the Christmas holiday season as a theme. The inclusion of these activities represents the view that since the Christmas theme generates a great deal of excitement in the media and elsewhere it makes a motivating framework for skill development.

We realize, however, that not everyone will find these activities particularly significant or appropriate for inclusion in the unit. We, therefore, urge you, as we have in the past in reference to other aspects of these units, to make any adaptations, changes or omissions which are appropriate to your personal views as an educator and to the backgrounds of your children.

UNIT UNDERSTANDING: I.* In winter, there is a special time called Christmas.

1. Some boys and girls believe that a special person called Santa Claus will bring them presents at Christmas.
2. There are many special Christmas activities.
3. Christmas Day is a holiday.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on picture of Santa Distinguishes each felt puzzle part Combines Santa parts to make a whole Scans puzzle from top to bottom Detects a missing part of the puzzle <u>Auditory Skills</u> Listens to song Discriminates words, melody, and rhythm of song ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows parts of body Knows articles of clothing worn by Santa Understands terms traditionally used to describe Santa Knows concepts in the song <u>Association Skills</u> Relates specific physical characteristics with Santa RESPONSE SKILLS <u>Verbal Skills</u> Describes physical appearance of Santa	1. <u>Basic Activity</u> Find a good picture of a Santa or use a book (<u>The Santa Claus Book, The Night Before Christmas</u>). Ask the children to describe Santa's physical characteristics, his special clothes, and his special Christmas activities. Encourage the children to use complete sentences and as many descriptive words as possible. Explain the meaning of common expressions used to describe Santa: his "cherry" nose, his stomach "which shakes like a bowl full of jelly," his eyes that "twinkle." The children will probably enjoy learning the song "Santa Claus Is Comin' to Town." <u>Evaluation</u> Have prepared the felt Santa Claus set which will be used later with the song "Must Be Santa." For this activity, use just the pieces of the Santa figure. Hold up each separate piece for the children to identify (hat, face, nose, beard, mouth, red suit with boots). Ask individual children to assemble the pieces to complete the Santa puzzle. Encourage them to move from top to bottom, beginning at the top of Santa's head with his hat. End the

*It is suggested that the activities for Unit Understanding I be used during the week or two weeks preceding the Christmas holiday.

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Uses complete sentences Labels parts of Santa puzzle Reproduces the words, melody, and rhythm of the song Identifies the missing puzzle part <u>Motor Skills</u> Assembles pieces of puzzle to make the whole Santa	1. (cont.) activity by playing a short "What's Missing" game as you remove the pieces and put them away.

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

1. Some boys and girls believe that a special person called Santa Claus will bring them presents at Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Focuses attention on cylinder and cone objects - Discriminates between cones and cylinders - Focuses attention on sample decoration and demonstration - Distinguishes parts of Santa decoration <u>Auditory Skills</u> - Listens to directions - Listens to labels "cone" and "cylinder" ABSTRACTING SKILLS <u>Conceptual Skills</u> - Recognizes solid shape concepts--cone, cylinder - Knows parts of body - Recognizes plane shape concepts--square, triangle, circle or oval - Recognizes color concepts--red, pink or brown, black, white <u>Association Skills</u> - Relates labels with cone and cylinder shapes <u>Classification Skills</u> - Comprehends a class of objects shaped like a cone and a class shaped like a cylinder RESPONSE SKILLS <u>Verbal Skills</u> - Labels objects used in sorting activity - Identifies solid shape concepts	2. Basic Activity A fun Christmas art activity would be to make Santa Claus heads for window or tree decorations. The Santa is made of two solid shapes, the cylinder and the cone. You will need the following materials for each child: a square of pink or brown construction paper to roll for the head; a triangle of red paper to roll for the hat; a red smiling mouth; a round red nose; two black round or oval eyes; cotton for eyebrows, beard, and moustache; paste, tape, or stapler. Begin with the shape activity to review the concept of a cylinder (Activity E-3) and to introduce the cone. Use a collection of different sized cylinders (cans, drinking glasses, drinking straws, cardboard rolls, a piece of water pipe) and cones (party hat, ice cream cone, funnel). Present the objects in random order. Ask the children to label and describe each one. When all the objects are in view, involve the children in sorting the objects into two groups according to shape. Label the two shapes and discuss how they are different. Explain to the children that we can make Christmas decorations with shapes. Show them a Santa head which you have made. Ask the children to identify the shapes and colors used to make the Santa. Demonstrate how to make a cylinder by rolling and taping a square or rectangular piece of paper and how to make a cone by rolling and taping a triangular piece of paper.

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Identifies plane shape concepts Identifies color concepts Labels body and facial parts Describes the completed decoration <u>Motor Skills</u> Sorts objects into two classes-- cones, cylinders Rolls and tapes paper to make a cylinder and a cone Manipulates paste appropriately Finds objects in room shaped like cones and cylinders	2. (cont.) <u>Evaluation</u> Working with a small group of children at a time, give the children the materials to make their own Santa. Begin with the square paper by directing the children to arrange and paste the eyes, nose, and mouth; then the cotton trim for eyebrows, moustache, and beard. Next, assist them in rolling the square and the triangle, fastening them with tape or staples. Last, staple the cone-shaped hat to the cylinder, and staple a cotton pom-pom to the point of the hat. As each child finishes, ask him to describe his Santa to you. Note how accurately he positioned the parts of the face. Display the Santa Claus heads in the classroom. Later have the children look for other objects in the room shaped like cylinders and cones.

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

1. Some boys and girls believe that a special person called Santa Claus will bring them presents at Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> - Isolates each felt symbol - Scans the felt symbols from left to right <u>Auditory Skills</u> - Listens to the song - Discriminates words, melody, and rhythm of song - Discriminates similarities and differences among words in song ABSTRACTING SKILLS <u>Conceptual Skills</u> - Knows felt pieces and concepts they symbolize - Understands the forward and backward sequence of the song - Knows concepts in the song - Understands the concept of rhyming - Recognizes rhyming words <u>Association Skills</u> - Relates each felt symbol with the appropriate song verse RESPONSE SKILLS <u>Verbal Skills</u> - Labels felt symbols - Reproduces the words, melody, and rhythm of the song - Identifies rhyming words in the song - Suggests words not in the song which rhyme with a given word	3. Basic Activity Introduce the song "Must Be Santa" with the felt figures you have made for the flannel board. Sing the complete song for the children, encouraging them to sing the "must be Santa" lines. As you sing each verse, add the visual symbol to the flannel board, placing them from left to right across the board (beard, star, red suit, cap, nose, sleigh and reindeer). Point to each symbol as it is indicated in the song, stressing the "backward" review before you begin a new verse. This song is rather long, so it is suggested that the children learn just one new verse a day, adding it to those previously learned. <u>Evaluation</u> In order to ascertain how well the children can recall the verses which have been introduced, ask different children to lead the song and place the felt pieces in their correct order across the flannel board. When the children know the complete song (the chorus is optional), use the song words for a rhyming activity. Ask them to find the rhyming words in each verse. Then ask them to think of other words that rhyme with white and night, red and head, way and sleigh.

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Motor Skills</u> When song leader, orders felt symbols correctly on flannel board, from left to right	3. (cont.)

- UNIT UNDERSTANDING: 1. In winter, there is a special time called Christmas.
2. There are many special Christmas activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on book pictures <u>Auditory Skills</u> Listens to stories and records ABSTRACTING SKILLS <u>Conceptual Skills</u> Understands contents of stories Understands the sequence of events in each story Knows the story characters <u>Association Skills</u> Relates each story character with certain characteristics RESPONSE SKILLS <u>Verbal Skills</u> Interprets pictures in books to retell the stories Identifies characters described in the "Who Is It?" game <u>Motor Skills</u> Turns pages of books moving from front to back	4. <u>Basic Activity</u> Read or tell several Christmas stories (<u>The Christmas Kitten</u>, <u>A Christmas Stocking Story</u>, <u>How the Grinch Stole Christmas</u>, <u>The Night Before Christmas</u>, <u>The Night It Rained Toys</u>, <u>Paddy's Christmas</u>, <u>Petunia's Christmas</u>, <u>Rudolph the Red-Nosed Reindeer</u>, <u>Santa Mouse</u>, <u>Something for Christmas</u>). When possible, let the children hear the story from a record after they have been introduced to the book version. Set aside a special place for Christmas books. As a book is read to the children, add it to the collection. Provide times of the day when each child can choose one of the books which has already been introduced and look at the pictures. The adults could move around the group, listening to the children picture read or reading stories upon request. If you have records of Christmas stories, children could be given a choice of listening to records or looking at books at these times. <u>Evaluation</u> In order to help the children recall the various stories, play a "Who Is It?" game. Describe a popular character from one of the books that has been read and note whether the children can identify the character. For example: "I am thinking of someone who has four legs, pulls Santa's sleigh, and has a bright red nose. Who is it?"

UNIT UNDERSTANDING: 1. In winter, there is a special time called Christmas.

2. There are many special Christmas activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on the horse and sleigh Isolates each rhythm instrument Focuses attention on demonstration of rhythm instruments <u>Auditory Skills</u> Listens to the song Discriminates words, melody, and rhythm of the song Listens to directions Listens to sound of each instrument ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows horse and sleigh Knows concepts in the song Knows the rhythm instruments <u>Association Skills</u> Relates sound of instrument with the sound of horse hoofs or sleigh bells RESPONSE SKILLS <u>Verbal Skills</u> Labels the horse and sleigh Reproduces the words, melody, and rhythm of the song Labels each rhythm instrument <u>Motor Skills</u> Reproduces the song rhythm with a rhythm instrument Manipulates rhythm instrument appropriately	5. Basic Activity "Jingle Bells" is an excellent winter song to use with rhythm instruments. It has a simple, definite beat and repetitive melody and words which are easily learned. Teach the children the melody and the words, the chorus first and then the verse "Dashing through the snow" It is suggested that you make a felt horse to use with the sleigh from the Santa Claus set. Place some tiny yellow or gold bells on the reigns of the horse. Display the horse and sleigh as you sing the song. When the children have learned the song, sing the chorus several times, asking the children to clap the rhythm. <u>Evaluation</u> In order to determine which children can and cannot discriminate and reproduce the rhythm pattern, introduce a few rhythm instruments for the children to use as they sing. It is suggested that you use bells (wrist, cluster, or hand bells) and wood or tone blocks or rhythm sticks to create the effect of horse hoofs. If these instruments are new to the children, introduce each one by name and demonstrate each as you sing a few bars of the song. Then give every child a turn to play one of the instruments as the group sings the chorus. It is suggested that you choose not more than four to play at one time so that you can observe carefully how well each child can reproduce the rhythm.

UNIT UNDERSTANDING: 1. In winter, there is a special time called Christmas.

2. There are many special Christmas activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on shapes and objects Discriminates among shapes Discriminates between silver and gold Discriminates between dull and shiny objects <u>Auditory Skills</u> Listens to labels for new shapes and colors Listens to directions ABSTRACTING SKILLS <u>Conceptual Skills</u> Recognizes shape concepts--circle, square, triangle, rectangle, bell, star, crescent moon Recognizes color concepts--red, green, white, silver, gold Recognizes concepts "dull" and "shiny" Recognizes position concepts--middle, top, bottom, corner, left, right Recognizes number concepts RESPONSE SKILLS <u>Verbal Skills</u> Identifies shape concepts Identifies color concepts Identifies objects and shapes as dull or shiny Identifies number concepts <u>Motor Skills</u> Manipulates scissors to cut out shapes	6. <u>Basic Activity</u> In order to review colors and shapes and introduce some new ones for Christmas, make wax paper place mats which can be used at meal time at school and at home. This activity should be conducted with a small group of children at a time. For review, make a number of shapes (circle, square, triangle, rectangle) cut from red, green, and white construction paper. Place them in a box, possibly a box wrapped like a Christmas present but designed so that a child can reach his hand in and draw out a colored shape. Let each child have several turns drawing out a piece without looking, identifying the color and shape, then placing the construction paper piece back in the box. When you have completed the review, introduce the new Christmas colors (gold, silver) and shapes (bell, star, crescent moon). Show the children several examples of the shapes cut from gold and silver paper (foil wrapping paper) and label them. Show and label other examples of the new colors and shapes by showing the children real objects such as jewelry and buttons. Then compare the foil paper and the construction paper and discuss which paper is "dull" and which is "shiny." To make the place mats the children will begin by arranging the colored shapes on top of a piece of wax paper (the size of a commercial place mat). (It would be helpful to show the children a model which

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Motor Skills</u> (cont.) Arranges shapes on wax paper Locates correct shapes on mat when teacher gives position directions	6. (cont.) you made beforehand so that they can see what their work will look like when they are finished.) Place a number of precut colored shapes in the middle of the table. Include all which you have reviewed and introduced. You could also include some pieces of paper on which you have outlined shapes which the children can cut out themselves. Let the children choose the colors and shapes they like and arrange them on the wax paper. Encourage them to choose some of the new colors and shapes. In order to identify the mats, include a small piece of paper on which you or the child has printed his name. As the children work on their mats, offer encouragement and help. Review gold, silver, bell, star, moon, shiny and dull by asking the children to identify examples on their mats. As each child finishes, carry his paper to a place in the classroom where an iron can be used. The ironing must be done with only one child at a time. Carefully place another sheet of waxed paper over the one on which the child arranged his shapes. Rub a <u>warm</u> iron over the whole surface until the two pieces of paper seal together. If possible, let the child hold the iron handle as you guide his hand. Trim around the edges of the mat with pinking shears.

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	6. (cont.) <u>Evaluation</u> You can use lunch and snack time for review of colors and shapes. Hold up the mats one at a time and ask the children to identify various colors and shapes.

UNIT UNDERSTANDING: 1. In winter, there is a special time called Christmas.

2. There are many special Christmas activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on plants, pine cones, and wreath Discriminates between dull and shiny plants Discriminates among shades of green <u>Tactile-Kinesthetic Skills</u> Discriminates among textures of plants and plant parts <u>Taste-Olfactory Skills</u> Detects "pine" smell ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows Christmas plants and symbols--evergreen, holly, mistletoe, poinsetta, wreath, pine cone Recognizes cone shape Recognizes texture concepts--stiff, prickly Recognizes color concepts <u>Association Skills</u> Relates certain plants with Christmas Relates certain tactile properties and odors with each plant RESPONSE SKILLS <u>Verbal Skills</u> Labels each plant and object Identifies texture concepts Identifies color concepts Compares the holly and mistletoe Identifies plant using tactile and olfactory clues	7. <u>Basic Activity</u> Surprise the children one morning by having an evergreen tree located in the room to be decorated later by the children. Plan a large group activity around the tree to discuss the evergreen and other Christmas plants. Have samples of evergreen, pine cones, holly, mistletoe, and poinsetta that you can show the children. Begin the activity by discussing the tree: What it is called, the meaning of the word "evergreen," its shape (somewhat cone shaped) and the name for its "leaves." Pass a bough of evergreen around for the children to feel and smell. Discuss the "pine" smell and the stiff, prickly needles. Using the branch, demonstrate how you can bend it and many others to make a wreath for a door, window, or wall at Christmas time. Show them a wreath or picture of a wreath. Introduce the pine cones, the seeds of the pine tree, and pass them around the group. Then present the holly and mistletoe and have the children compare the two: the leaves (pointed and prickly vs. round; shiny vs. dull; dark green vs. light green) and the berries (red vs. white). Last show them a poinsetta, a real plant or a picture of a poinsetta. Discuss the tiny yellow flowers surrounded by red leaves and the green leaves around the stem. Return the children's attention to the tree and discuss how they can make decorations for it so that it will be a Christmas tree.

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Motor Skills</u> Feels a plant while blindfolded	7. (cont.) <u>Evaluation</u> Play a blindfold game with the evergreen branch, pine cone, holly, and mistletoe. Put a blindfold on one child at a time, give him one of the objects to touch gently and smell, and ask him to identify the plant. Use some of the real or artificial Christmas plants to decorate your room.
a. Recognizes and identifies color concepts--red, green, white Discriminates, recognizes, identifies, and reproduces a color pattern Manipulates paper strips and paste or stapler to make chain	<u>Extension Activities</u> Plan several activity periods for making Christmas decorations for the tree. Any number of objects could be purchased for the tree; however, it is recommended that the children make the majority of the decorations so that it is really their Christmas tree. Try to select ideas that will be both fun and instructional for the children. The following are a few suggested decorations for the children to make: a. Make paper chains using holiday colors (red, green, white, gold, silver). Some children may be able to cut their own strips which have been drawn with a magic marker on the sheets of colored paper. This can be an excellent color patterning activity, giving individual children or a group a certain pattern to extend. Some examples are: repeating one red - one green link, or two red - one green, or one red - one green - one white, etc. Each child can make a section to be joined into

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
b. Recognizes and identifies shape concepts--round, sphere Recognizes and identifies color concepts--gold, silver Manipulates materials appropriately c. Produces a color pattern by coloring spaces on paper cane Recognizes and identifies color concepts--red and white Manipulates crayon within lines d. Recognizes and identifies shape concepts--bell Recognizes and identifies color concept--silver Manipulates materials appropriately e. Recognizes and identifies shapes and Christmas symbols Recognizes and identifies color concepts Manipulates cookie cutter and paint brush appropriately	7. (cont.) a long chain for the tree. The links can be fastened with a staple or paste. b. Make ornaments for the tree using a styrofoam ball (sphere), stuck with toothpicks, and sprayed with silver or gold paint. A pipe cleaner can be stuck in the top and bent for a tree hook. A small amount of glue could be spread on the ball around the toothpicks and glitter sprinkled on the glue. c. The children could color paper canes for the tree. Give each one a cane, made of white construction paper with one-inch spaces marked off with a pen on both sides. The children can "stripe" the cane by coloring every other space with a red crayon. d. Make bells from dixie cups. Give each child a cup to cover with a piece of aluminum foil (silver). Insert a pipe cleaner through the bottom of the cup. Bend the outside end for a tree hook. Use the inside portion to secure a small Christmas ball for a clapper. e. Make clay ornaments for the tree. Give each child a small ball of potter's (water-base) clay to flatten on paper and cut with a Christmas cookie cutter. Make a hole in the top of each shape with a pencil. When the clay has dried, give the children tempera to paint their ornament. Insert a ribbon

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	7. (cont.) through each hole, knot the ends together, and hang the shapes on the tree. f. Hang some of the Santa Claus heads (Activity I-2) on the tree.

- UNIT UNDERSTANDING: 1. In winter, there is a special time called Christmas.
2. There are many special Christmas activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on stocking and picture of Christmas stockings Focuses attention on materials and demonstration of lacing Discriminates among children's names <u>Auditory Skills</u> Listens to discussion of stocking and picture Listens to directions for making stocking ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows stocking Recognizes color concepts-- red, green, gold, silver Recognizes position concepts-- up, down Recognizes own name and names of other children <u>Association Skills</u> Relates custom of hanging stockings with Christmas RESPONSE SKILLS <u>Verbal Skills</u> Labels stocking and objects in picture Identifies color concepts Identifies own name and names of other children <u>Motor Skills</u> Manipulates yarn to lace stocking parts together	8. Basic Activity Make Christmas stockings which the children can use for room decorations and then take home for Christmas. The reason for hanging stockings on Christmas Eve has probably already been introduced by way of Christmas books and movies. If not, explain the use of the stockings as you show a real example and a picture of stockings hung on a mantelpiece. The stockings which the children can make consist of two pieces of red or green felt laced together with a contrasting color of yarn. The felt should be precut in the shape of a stocking (with pinking shears if possible). Holes should be punched around the edges of the stocking pieces. Give each child the two felt pieces and a strand of yarn long enough to go all the way around the stocking. Demonstrate to the children how to lace the two sides of the stocking together. Then help each child begin his lacing. When each child has completed his work, print his name with glue squeezed from a bottle. Let the child select gold or silver glitter and help you sprinkle it on the glue. Hang the stockings in the classroom as part of your Christmas decorations. <u>Evaluation</u> Refer to the stockings and ask the children to identify their own names and the names of the other children in their group. You can also use the stockings for color

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	8. (cont.) identification: red, green, gold, silver. Note how well each child was able to master the "up and down" motion in lacing, and whether or not he used every hole. Plan other lacing activities (such as sewing cards) for any children who showed some difficulty with the task.

- UNIT UNDERSTANDING: 1. In winter, there is a special time called Christmas.
2. There are many special Christmas activities.
3. Christmas Day is a holiday.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on materials and completed card Focuses attention on words on card and envelope <u>Auditory Skills</u> Listens to discussion and directions ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows concept of greeting card Knows concept of holiday Recognizes shape concept--rectangle Recognizes position concepts--front, back; inside, outside; top, right, corner Recognizes color concepts Anticipates the arrival of the card by mail <u>Association Skills</u> Relates greeting cards with special holidays RESPONSE SKILLS <u>Verbal Skills</u> Identifies shape concepts Identifies position concepts Identifies color concepts Describes Christmas card Suggests message for card Names someone to receive the card	9. <u>Basic Activity</u> Provide a time for the children to make Christmas cards for someone at home. Discuss this custom of sending cards on special holidays such as Christmas, Easter, Thanksgiving. Conduct this activity with a small group of children at a time. Each child will need a rectangular piece of construction paper. Direct the children to fold their paper in half. Locate and discuss the front, back, and inside of the "card." Explain that they can decorate the front or outside and later tell you a message which you will print inside. Then introduce the materials and ideas available for decorating, showing samples of each idea. Some decorating suggestions are: - drawing with crayons, - painting a picture using small brushes, - printing the cards using potato prints of Christmas symbols--bell, star, stocking, tree, cane--dipped in thick tempera paint, - pasting precut holiday symbols made of construction paper, - cutting and pasting pictures from old Christmas cards, - making designs with glue and glitter. <u>Evaluation</u> As a child finishes his card, ask him to describe how he has decorated the front or outside, and ask him what he wants to say inside the card. With a crayon or magic

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Motor Skills</u> Manipulates material appropriately—crayons, paint, paste, etc. Prints name on card Places stamp in correct position on envelope	9. (cont.) marker, print his message as he watches you. If the child is able to print his name, have him sign his card. If not, print it for him. Ask the child for the name(s) of the family member(s) to whom he is sending the card and his home address. Print the address on an envelope and direct the child to place the stamp on the top, right-hand corner. if there is a post office or mailbox nearby, take the children with you to mail the cards. Encourage them to watch for the card to arrive at home in one or two days.

- UNIT UNDERSTANDING: 1. In winter, there is a special time called Christmas.
2. There are many special Christmas activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS <u>Visual Skills</u> Focuses attention on materials Isolates each ingredient and utensil Isolates each cutter shape <u>Auditory Skills</u> Listens to discussion and labels for ingredients and utensils Listens to recipe <u>Tactile-Kinesthetic Skills</u> Detects sweet, spicy, vanilla, cinnamon ABSTRACTING SKILLS <u>Conceptual Skills</u> Knows ingredients and utensils Recognizes taste and flavor concepts--sweet, spicy, vanilla, cinnamon Recognizes action concepts--beat, stir, sift, mix, roll, cut Recognizes the cookie cutter shapes Recognizes color concepts Understands sequence of preparing the dough <u>Association Skills</u> Relates baking cookies with the Christmas holiday Relates each utensil with its use RESPONSE SKILLS <u>Verbal Skills</u> Labels ingredients and utensils Describes use of each utensil Identifies taste and flavor concepts	10. <u>Basic Activity</u> An enjoyable Christmas time activity is making Christmas cookies to eat for snack or dessert for a Christmas dinner. Prepare the dough in a large group activity. Place a table in front of the children for all your ingredients--sugar, flour, butter, milk, eggs, baking soda, salt, vanilla--and your equipment--mixing bowls and spoon, flour sifter, measuring cup and spoons, baking sheets, rolling pin, cookie cutters, green and red sugar, and cinnamon candies. The following procedure is suggested: a. Show the children each piece of equipment on the table. Ask the children to identify each object and its use. If none can do this, you label it and demonstrate how it is used. b. Read the recipe to the children, showing them each ingredient as it is named and explaining its role in the dough--sugar makes it sweet, vanilla gives it flavor, etc. c. Follow the directions step by step. Read the directions aloud to the children and involve them in selecting the named ingredients, measuring the correct amount, and combining the ingredients. Let them take turns beating, stirring, and sifting. d. While mixing the dough, frequently review what ingredients have already been added.

UNIT UNDERSTANDING: I. In winter, there is a special time called Christmas.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
<u>Verbal Skills (cont.)</u> Identifies color concepts Identifies the cookie shapes Identifies action concepts Recalls the ingredients and the sequence of steps in making cookies <u>Motor Skills</u> Manipulates utensils appropriately Decorates the cookies	10. (cont.) When the dough is prepared and chilled, demonstrate how you roll it and cut the cookies. Show them each cookie cutter and ask them to identify each figure. Try to include many of the holiday symbols you have introduced in other Christmas activities. Show them how to decorate the cookies using the sugar and cinamon candies (eyes, berries, bell clapper). Give each one a candy to taste and discuss the spicy, cinnamon flavor. Plan several activities which the children can handle independently as you assist a few children at a time in cutting and decorating a sheet of cookies. <u>Evaluation</u> As the children are making their cookies, ask them to identify the cutters they choose and the colors they use for decorating. The children can also describe the different cookies at the time they are eaten. Ask them to recall what ingredients were used in the dough.

IV. Instructional Materials

BOOKS		SOURCE
<u>About Four Seasons and Five Senses</u>	Radlauer, R. S.	Melmont Publishers, Inc., 1960
<u>The Animals Search for Summer</u>	Caputo, N.	Golden Press, 1966 (Read-It-Yourself)
<u>Best Word Book Ever</u>	Scarry, R.	Golden Press, 1963 (Giant Golden)
<u>The Big Snow</u>	Hader, B., & Hader, E.	E. M. Hale & Co., 1948
<u>Childcraft</u> Volume 1 - Poems and Rhymes Volume 2 - Stories and Fables Volume 4 - Holiday and Customs Volume 9 - Make and Do		Field Enterprises Educational Corp., 1966
<u>The Christmas Kitten</u>	Konkle, J.	Childrens Press, 1953
<u>A Christmas Stocking Story</u>	Knight, H.	Harper & Row, 1963
<u>The Christmas Tree Book</u>	Kaufman, J.	Golden Press, 1966 (Golden Shape)
<u>Dear in the Snow</u>	Schlein, M.	E. M. Hale & Co., 1956
<u>A Firefly in a Fir Tree</u>	Knight, H.	Harper & Row, 1963
<u>Frosty the Snow Man</u>	(retold by) Bedfore, A. N.	Golden Press, 1950 (Big Golden)
<u>The Good Friends</u>	Francois, P.	Golden Press, 1966 (Read-It-Yourself)
<u>How the Grinch Stole Christmas</u>	Geisel, T. S.	Random House, 1957
<u>I Am a Bunny</u>	Risom, O.	Golden Press, 1963 (Happy Book)
<u>Jingle Bells</u>	Daly, K. N.	Golden Press, 1964 (Little Golden)
<u>Katy and the Big Snow</u>	Burton, V. L.	Houghton Mifflin Company, 1943

BOOKS		SOURCE
<u>Let's Find Out About Winter</u>	Shapp, M., & Shapp, C.	Franklin Watts, Inc., 1963
<u>Little Bear's Christmas</u>	Janice	Lothrop, Lee, & Shepard Co., Inc., 1964
<u>The Littlest Snowman</u>	Tazewell, C.	Wonder Books, Inc., 1956
<u>My Time of Year</u>	Dow, K.	Henry Z. Walck, 1961
<u>The Night Before Christmas</u>	Malvern, C. (Ill.)	Golden Press, 1949 (Big Golden)
<u>The Night Before Christmas</u>	Weisgard, L. (Ill.)	Wonder Books, Inc., 1949
<u>The Night It Rained Toys</u>	Stephenson, D.	Follett Publishing Co., 1963
<u>Paddy's Christmas</u>	Monsell, H. A.	Alfred A. Knopf, 1942
<u>Petunia's Christmas</u>	Duvoisin, R.	Scholastic Book Services, 1952
<u>Red Riding Hood Goes Sledding</u>	Steiner, C.	The Macmillan Co., 1962
<u>The Reindeer Book</u>	Battaglizi, A.	Golden Press, 1965 (Golden Shape)
<u>Rudolph the Red-Nosed Reindeer</u>	Hazen, B. S.	Golden Press, 1958 (Big Golden)
<u>The Santa Claus Book</u>	Scarry, R.	Golden Press, 1965 (Golden Shape)
<u>Santa Mouse</u>	Brown, M.	Grosset & Dunlap, 1966
<u>Snow</u>	McKie, R., & Eastman, P. D.	Random House, 1962 (Beginner Book)
<u>Snow</u>	Parsons, V.	Doubleday & Company, Inc., 1962
<u>Snowed-In Hill</u>	Paull, G.	E. M. Hale & Company, 1962
<u>Snow Is Falling</u>	Branley, F. M.	Thomas Y. Crowell Company, 1963 (Let's-Read-and-Find-Out)
<u>The Snowman Book</u>	Kaufman, J.	Golden Press, 1965 (Golden Shape)

BOOKS		SOURCE
<u>Snow Time</u>	Schlein, M.	Albert Whitman & Co., 1962
<u>The Snowy Day</u>	Keats, E.	Viking Press, 1965
<u>Something for Christmas</u>	Brown, P.	Harper & Brothers, 1958
<u>Too Many Mittens</u>	Slobodkin, F. & Slobodkin, L.	Vanguard Press, Inc., 1958
<u>The True Book of Seasons</u>	Podendorf, I.	Childrens Press, 1955
<u>What Is a Season</u>	Darby, G.	Benefic Press, 1960
<u>The When's That? Book</u>	Walliser, B.	Grosset & Dunlap, 1964 (Rutledge Books, Inc.)
<u>Where Is the Bear?</u>	Hubka, B.	Golden Press, 1967 (Little Golden)
<u>White Snow, Bright Snow</u>	Tresselt, A.	Lothrop, Lee, & Shepard Co., Inc., 1947
<u>Winter Is Here</u>	Parker, B. M.	Harper & Row, 1963 (Basic Science Education)
<u>The Wonders of the Seasons</u>	Parker, B. M.	Golden Press, 1966 (Big Golden)
<u>The Year Goes Round</u>	Vasiliu, M.	The John Day Company, 1964
<u>A Year Is a Window</u>	Jackson, R.	Doubleday & Company, 1963
<u>You Visit a Sugar Refinery-Fruit Cannery</u>	Meshover, L.	Benefic Press, 1966

FILMS	SOURCE
<u>The Snowy Day</u> (6 min., color)	Weston Woods
<u>The Spirit of Christmas</u> (30 min., color)	Bell Telephone Co.
'Twas the Night Before Christmas (story)	
<u>Spotty the Fawn in Winter</u> (11 min., b/w)	Coronet Films
<u>Winter Is an Adventure</u> (11 min., b/w)	Coronet Films

RECORDS	SOURCE
<u>Christmas Stories</u> (12" L.P.)	Bowmar Records
The Long Stocking	
Christmas Kitten	
Paddy's Christmas	
The Friendly Beasts	
On Christmas Eve	
<u>Concept Records: Volume I</u> (12" L.P.)	Concept Records
Seasons (song)	
Holidays (song)	
<u>Frosty the Snowman</u> (45 rpm)	Golden Records (Book and Record Set)
<u>Holiday--Sing Along with Mitch</u> (12" L.P.) No. CS8501	Columbia Records
Christmas songs including:	
Frosty the Snowman	
Must Be Santa	
Rudolph, the Red-Nosed Reindeer	
Santa Claus Is Comin' to Town	
<u>How Lovely Is Christmas</u> (45 rpm)	Golden Records (Book and Record Set)
<u>Jingle Bells</u> (45 rpm)	Golden Records (Book and Record Set)
<u>The Night Before Christmas</u> (45 rpm)	Golden Records (Book and Record Set)
<u>Rudolph the Red-Nosed Reindeer</u> (45 rpm)	Golden Records (Book and Record Set)

SONGS	SOURCE
<u>Music Round About Us</u>	Heller, R. (Ed.) Follett Publishing Co., 1964
It's Snowing (p. 170)	
Our Snowman (p. 171)	
When the Winter Is Here (p. 171)	
Jingle Bells (p. 181)	
<u>Music Round the Clock</u>	Krone, M. T. (Ed.) Follett Publishing Co., 1963
Jingle Bells (p. 76)	
Santa Claus Will Soon Be Here (p. 74)	
We Wish You a Merry Christmas (p. 79)	
<u>Music Round the Town</u>	Krone, M. T. (Ed.) Follett Publishing Co., 1963
Jack Frost (p. 81)	
Snowflakes (p. 90)	
<u>Song Flannel Board Packet-- Seasons and Weather</u> (No. A1525)	David C. Cook Publishing Co.
The Snowman	
<u>Traditional Winter and Christmas Songs</u>	Record: <u>Holiday--Sing Along With Mitch</u> Columbia Records, No. CS8501
Frosty the Snowman	
Must Be Santa	
Rudolph the Red-Nosed Reindeer	
Santa Claus	
Santa Claus Is Comin' to Town	

POEMS, FINGERPLAYS, AND ACTION VERSES	SOURCE
<u>Poems and Verses About Animals</u> Bissett, D. J. (Ed.)	Chandler Publishing Co., 1967
Where Is It? (p. 76)	(see Appendix)

POEMS, FINGERPLAYS, AND ACTION VERSES	SOURCE
<u>Poems and Verses About the City</u> Bissett, D. J. (Ed.)	Chandler Publishing Co., 1968
Christmas Shoppers (p. 55)	
A City Street at Christmas (p. 54)	
<u>Poems and Verses to Begin On</u> Bissett, D. J. (Ed.)	Chandler Publishing Co., 1967
The Frost Pane (p. 40)	
Little Jack Horner (p. 74)	
Sliding (p. 50)	
<u>Read-Together Poems</u> Brown, H. A., & Heltman, H. J. (Eds.)	Harper & Row, Publishers, 1961
First Snow (p. 99)	
Snowflakes (p. 109)	
The Snowman (p. 110)	
When Santa Claus Comes (p. 140)	
<u>Rhymes for Fingers and Flannelboards</u> Scott, L. B., & Thompson, J. J. (Eds.)	Webster Publishing Co., 1960
Christmas Presents (p. 69)	
Eight Tiny Reindeer (p. 68)	
I Am a Snowman (p. 123)	(see Appendix)
In Santa's Workshop (p. 67)	
In Wintertime (p. 120)	
Little Jack Horner (p. 106)	
Santa's Reindeer (p. 69)	
Snowflakes (p. 122)	
The Snowman (p. 123)	
Ten Little Snowmen (p. 122)	
The Toy Shop (p. 66)	

CHARTS AND STUDY PRINTS	SOURCE
<u>Food Models in Full Color (No. FB12)</u>	National Dairy Council
<u>Peabody Language Development Kit</u> <u>Level #1--Stimulus Cards</u>	American Guidance Service, Inc.
Animal Cards	
Clothing Cards	
Food Cards	
Miscellaneous Cards	
<u>Primary Science Concept Charts</u>	F. A. Owen Publishing Co.
Air and Weather (No. 662)	
Animals (No. 665)	
Magazine pictures	
<u>Teaching Pictures</u>	David C. Cook Publishing Co.
Science Themes No. 1 (No. A891)	
Seasons (No. A865)	

FLANNEL AND MAGNETIC BOARD SETS	SOURCE
<u>DARCEE Flannel Board Sets</u>	
Santa Claus	(see Appendix)
Snowmen	(see Appendix)
Willie the Weatherboy	(see Appendix)
<u>David C. Cook Flannelgraph Set</u>	David C. Cook Publishing Co.
Science Studies (No. A848)	
<u>Instructo Flannel Board Aids</u>	Instructo Corp.
Animals in the Woods (No. 282)	
Holiday Cut-Outs (No. 25)	
Primary Cut-Outs (No. 10)	
Seasons (No. 286)	

FLANNEL AND MAGNETIC BOARD SETS
SOURCEInstructo Magnetic Board Aids

Instructo Corp.

Magnetic Seasons (No. 577)

Milton Bradley Flannel Board Aids

Milton Bradley Co.

Seasons (No. 7832)

ACTIVITY KITS
SOURCEInstructo Activity Kit

Instructo Corp.

Seasons--Fall and Winter (No. 1050)

PUZZLES AND SEQUENCE BOARDS
SOURCEJudy Puzzles

The Judy Co.

Jack Horner (No. 3, 12 pcs.)

Santa Claus (No. 26, 24 pcs.)

Snowman (No. 10, 16 pcs.)

Judy Seq-Quees

The Judy Co.

Jack Horner (No. Q49, 4 frames)

Seasons (No. Q58, 4 frames)

Snowman (No. Q67, 6 frames)

Playskool Puzzles

Playskool, Inc.

Deer (No. 275-32, 12 pcs.)

Little Jack Horner (No. 185-20, 16 pcs.)

Sifo Puzzles

Sifo Co.

Happy Deer (No. 13T2, 10 pcs.)

MODELS AND DRAMATIC ACTIVITY MATERIALS	SOURCE
Paper dolls	
Rhythm instruments--bells (wrist, hand, cluster) wood or tone blocks rhythm sticks	
LIQUID DUPLICATORS	SOURCE
<u>Living Things--Level 1</u>	Continental Press, Inc.
<u>Science Observations--Level 1</u>	Continental Press, Inc.
DEMONSTRATION MATERIALS AND EQUIPMENT	SOURCE

Activities

B-1	Snowball, icicle	
B-2, E-2, F-6	Thermometers	
	<u>Giant Working Thermometer</u> (No. S266)	Creative Playthings, Inc.
B-3	Hand magnifying glass	
E-1, E-2, E-3	Collection of cans from canned fruits and vegetables; packages from frozen fruits and vegetables (labels intact)	
E-2	Ingredients for making popsicles or flavored ice cubes	
E-3	Canned, frozen, and fresh forms of fruits and vegetables for tasting party	
F-2, H-2	Film projector (16 mm)	
G-2	Pair of gloves; pair of mittens	
H-6	Birdfeeder	
I-2	Collection of objects shaped like cylinders and cones	

DEMONSTRATION MATERIALS AND EQUIPMENT		SOURCE
<u>Activities</u>		
I-7	Christmas plants--evergreen, wreath, holly, mistletoe, poinsetta, pine cone	
I-10	Equipment and ingredients for baking cookies	
	Cooking recipe	(see Appendix)

TEACHER-MADE MATERIALS		SOURCE
<u>Activities</u>		
A-1	Magnifying glass--tag board	
A-2, B-1, B-5	Wall Display: Winter Scene	(see Appendix)
B-6, B-7	Flannel Board Set: Snowmen	(see Appendix)
C	Chart: Seasonal change in length of day	(see Appendix--unit <u>Autumn</u>)
F-4	Picture sequence of steps in making a snowman	
F-5	Felt pieces for "I Am a Snowman"	(see Appendix)
G-1	"Feel It" Box or "Grab" Bag--wool and cotton material (including some plaids)	
G-2	Willie the Weatherboy--additions	(see Appendix)
G-3	Number Set Materials: Mittens	(see Appendix)
I-1, I-3	Flannel Board Set: Santa Puzzle and Symbols for Song "Must Be Santa"	(see Appendix)
I-5	Felt horse	
I-6	Shapes for placemats	(see Appendix)

PUBLISHERS

Abelard-Schuman, Ltd.
62 West 45th Street
New York, New York 10003

Abingdon Press
201 8th Avenue South
Nashville, Tennessee 37203

American Book Company
450 West 33rd Street
New York, New York 10001

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Atheneum Publishers
122 E. 42nd Street
New York, New York 10017

Beginner Books, Inc.
Educational Department
Random House School &
Library Service, Inc.
(See: Random House, Inc.)

Benefic Press
1900 Narragansett
Chicago, Illinois 60639

Big Golden
(See: Western Publishing Co.)

Chandler Publishing Company
124 Spear Street
San Francisco, California 94105

Childrens Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607

Coward-McCann, Inc.
200 Madison Avenue
New York, New York 10016

Thomas Y. Crowell Company
201 Park Avenue South
New York, New York 10003

John Day Company
62 S. 45th Street
New York, New York 10036

Doubleday and Company, Inc.
511 Franklin Avenue
Garden City, New York 11530

E. P. Dutton & Company, Inc.
201 Park Avenue South
New York, New York 10003

Educational Reading Service
East 64 Midland Avenue
Paramus, New Jersey 07652

Encyclopedia Britannica, Inc.
425 North Michigan Avenue
Chicago, Illinois 60611

Field Enterprises Educational Corp.
510 Merchandise Mart Plaza
Chicago, Illinois 60654

Follett Publishing Company
201 North Wells Street
Chicago, Illinois 60606

Ginn & Company
Statler Building
Back Bay P. O. Box 191
Boston, Massachusetts 02117

Golden Press, Inc.
(See: Western Publishing Co.)

Golden Records
250 West 57th Street
New York, New York 10019

Grosset & Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

E. M. Hale and Company
1210 South Hastings Way
Eau Claire, Wisconsin 54701

PUBLISHERS

- Harcourt, Brace & World, Inc.
757 3rd Avenue
New York, New York 10017
- Harper & Row Publishers
49 East 33rd Street
New York, New York 10016
- Hastings House Publisher, Inc.
10 East 40th Street
New York, New York 10016
- Hayes School Publishing Company
321 Pennwood Avenue
Wilkinsburg, Pennsylvania 15221
- Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107
- Alfred A. Knopf, Inc.
(See: Random House)
- J. B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105
- Lothrop, Lee, & Shepard Co., Inc.
381 Park Avenue South
New York, New York 10016
- The MacMillan Company
866 Third Avenue
New York, New York 10022
- Edward B. Marks Music Corp.
136 West 52nd Street
New York, New York 10019
- McGraw-Hill Company, Inc.
Princeton Road
Highstown, New Jersey 08520
- Melmont Publishers, Inc.
Jackson Boulevard &
Racine Avenue
Chicago, Illinois 60607
- Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216
- William Morrow & Company
105 Madison Avenue
New York, New York 10017
- Parents' Magazine Press
52 Vanderbilt Avenue
New York, New York 10017
- Platt & Munk
Division of Child
Guidance Products, Inc.
1055 Bronx River Avenue
Bronx, New York 10472
- G. P. Putnam's Sons
200 Madison Avenue
New York, New York 10016
- Rand McNally & Company
Box 7600
Chicago, Illinois 60680
- Random House, Inc.
201 East 50th Street
New York, New York 10022
- Scholastic Book Services
50 West 44th Street
New York, New York 10036
- Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025
- William R. Scott, Inc.
333 Avenue of Americas
New York, New York 10014
- Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois
- Charles Scribner's Sons
597 Fifth Avenue
New York, New York 10017

PUBLISHERS

Silver Burdett Publishing Company
250 James Street
Morristown, New Jersey 07960

Simon & Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

Sunny-Birchard Company
1834 Ridge Avenue
Evanston, Illinois 60204

Taylor Publishing Company
Box 597
Dallas, Texas 75221

The Viking Press
625 Madison Avenue
New York, New York 10022

Henry Z. Walck, Inc.
17-19 Union Square
New York, New York 10003

Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022

Webster Division of McGraw-Hill
(Formerly Webster Publishing Co.)
Manchester Road
Manchester, Missouri 63011

Western Publishing Company, Inc.
850 Third Avenue
New York, New York 10022

Albert Whitman & Company
560 West Lake Street
Chicago, Illinois 60606

Whittesey House
(See: McGraw-Hill)

Wonder Books, Inc.
(See: Grosset & Dunlap, Inc.)

Young Scott Books
(See: William R. Scott, Inc.)

RECORDS AND FILMS

Bowmar Records
10515 Burbank Boulevard
North Hollywood, Calif. 91601

Capital Publishers Co., Inc.
Box 235
Washington, D. C. 20015

Concept Records
P. O. Box 524F
North Bellmore, Long Island
New York 11710

Cornell University Records
124 Roberts Place
Ithaca, New York 14850

Coronet Films
Coronet Building
Chicago, Illinois 60601

MANUFACTURING COMPANIES FOR INSTRUCTIONAL MATERIALS

Milton Bradley Company
Springfield, Mass. 01101

The Continental Press, Inc.
Elizabethtown, Pa. 17022

David C. Cook Publishing Co.
850 North Grove Avenue
Elgin, Illinois 60120

Creative Playthings
Princeton, New Jersey 08540

T. S. Dennison & Company, Inc.
5100 West 82nd Street
Minneapolis, Minnesota

Educational Teaching Aids Division
159 West Kinzie Street
Chicago, Illinois 60610

General Learning Corporation
3 East 54th Street
New York, New York 10022

Grade Teacher
23 Leroy Avenue
Darien, Connecticut 06820

The Judy Company
310 North Second Street
Minneapolis, Minnesota 55401

Instructo Corporation
Paoli, Pennsylvania 19301

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

Playskool (Research)
3720 North Redzie Avenue
Chicago, Illinois

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Teaching Resources, Inc.
100 Boylston Street
Boston, Massachusetts 02116

V. Appendix

WALL DISPLAY: WINTER SCENE

Activities A-2, B-1, B-5

Sketch of Winter Scene

Suggested Material for Wall Display

tree from the unit Plants (Wall Display)

butcher paper and construction paper
(snowman, bird feeder, deer, bird, evergreen tree, white ground)

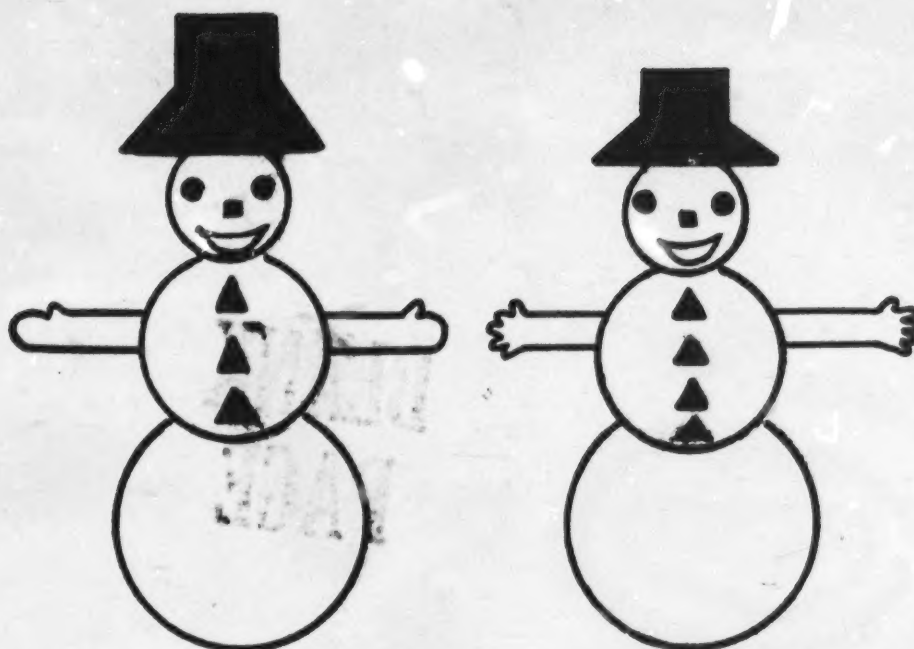
artificial snow (snow on tree, snowman)

Suggested Procedure for Making Wall Display

1. Use the tree from the wall displays in the units Plants and Autumn as the basis for this winter scene.
2. In activity B-1, add artificial snow to the tree and white paper for snow around the base of the tree.
3. In activity B-5, add a snowman to the winter scene. He can be made of construction paper and sprayed with a little artificial snow.

FLANNEL BOARD SET: SNOWMEN

Activities B-6, B-7

Sketch of SnowmenSuggested Materials

patterns--body (3 circles), 2 hats (large, small), 2 arms (glove-hand, mitten-hand), buttons and eyes (2 circles, 1 square, 1 triangle), mouth

felt--white (bodies)
black (hat, eyes, arms)
blue (buttons, eyes)
red (buttons)
green (hats)
orange (mouths)

scissors

Suggested Procedure for Making Snowmen

Cut the following pieces:

2 bodies: 2 small, 2 middle-sized, and 2 large circles (white)

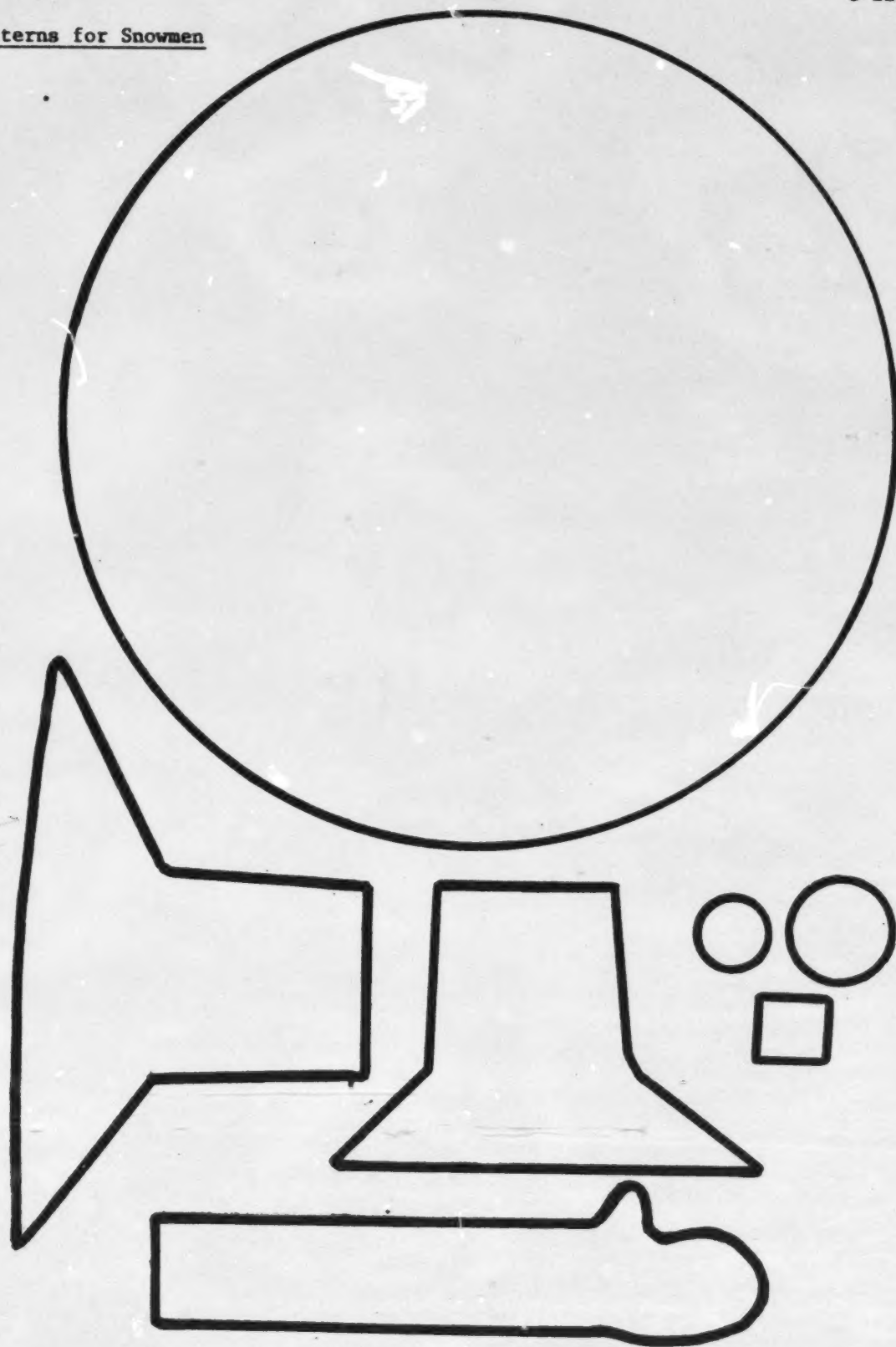
4 hats: 2 large, black
1 large, green
1 small, black

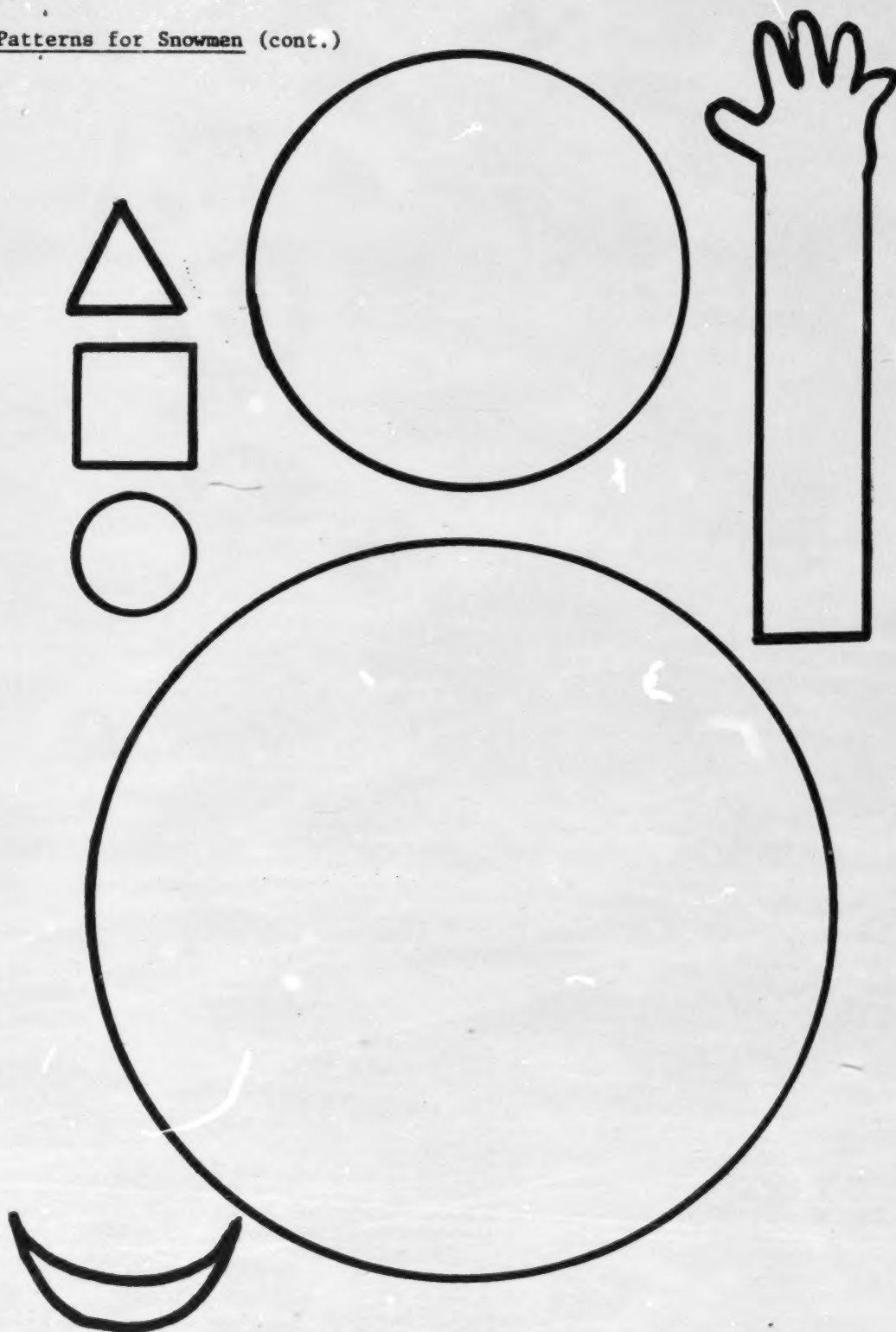
6 arms: 4 with glove-hand (black)
2 with mitten-hand (black)

10 eyes: 4 black, large circles
2 black squares
2 black, small circles
2 blue, large circles

2 mouths: orange

buttons: 8 red squares
4 red triangles
4 blue squares

Patterns for Snowmen

Patterns for Snowmen (cont.)

FINGERPLAY: "I Am a Snowman"

Activity F-5

Source of Fingerplay

Reprinted by permission of the publisher

Rhymes for Fingers and Flannelboard (p. 123)

Scott, L. B., & Thompson, J. J. (Eds.)

Webster Publishing Co., 1960

Words and Actions for Fingerplay

I am a snowman, cold and white;

I stand so still through all the night; (Stand up tall.)

With a carrot nose, (Point to nose.)

And head held high,

And a lump of coal to make each eye. (Point to eyes.)

I have a muffler made of red,

And a stovepipe hat upon my head. (Place hands on top of head.)

Suggested Materials

Use a snowman, hat, eyes, mouth, and buttons from the Snowmen Set, activity B-6.

Make an orange nose (carrot), red scarf, and corncob pipe from felt scraps.

FLANNEL BOARD SET: WILLIE THE WEATHERBOY
(Additions)

Activity G-2

Sketch of Willie (Winter)



Suggested Materials

patterns--long-sleeved shirt and boots (unit Autumn), overcoat, snowsuit (top and bottom), snow hat, gloves, mittens, scarf, evergreen tree, ornaments (circle, square, triangle, rectangle, diamond, star, crescent moon, bell)

felt--brown (overcoat)
red (mittens, gloves, snow hat, scarf, boots)
blue (snowsuit)
green (evergreen tree)
any available colors (2 long-sleeved shirts)
assortment of colors (tree ornaments)

plaid contact paper or material (2 long-sleeved shirts)

scissors

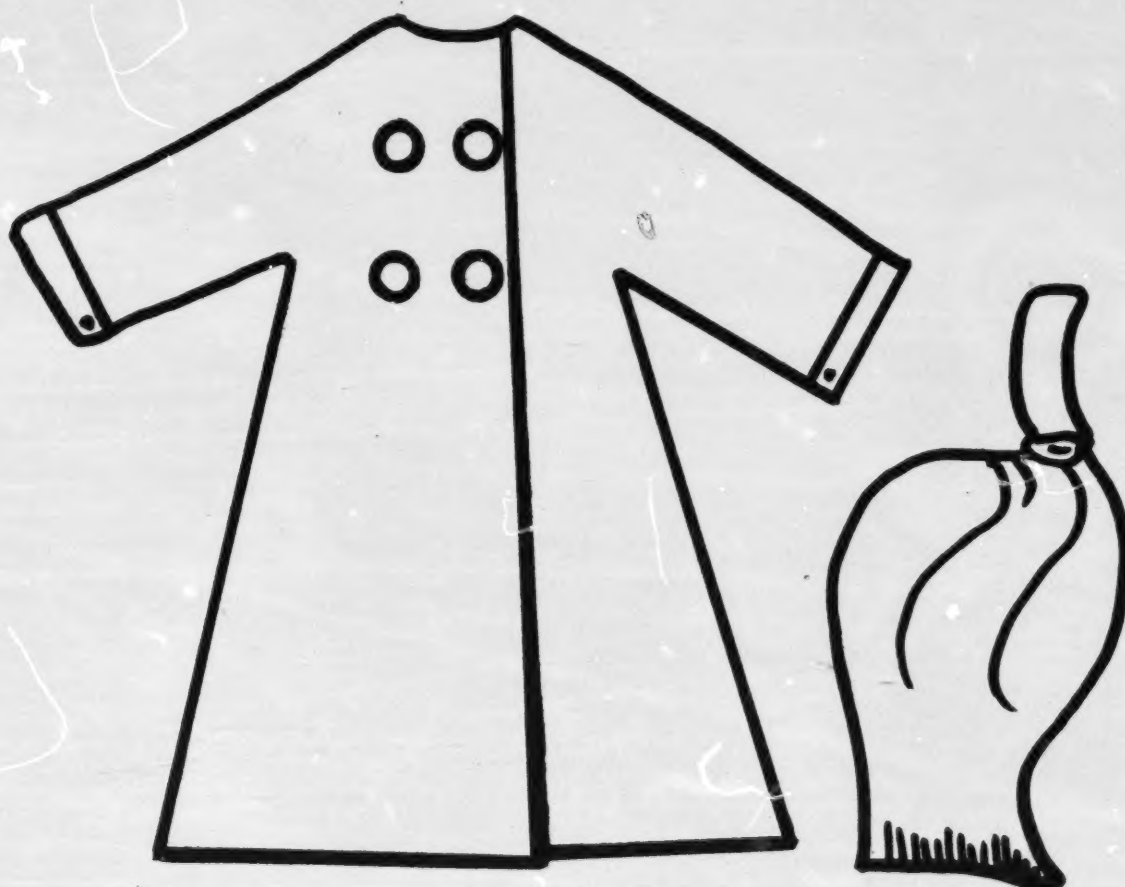
rubber cement or white glue

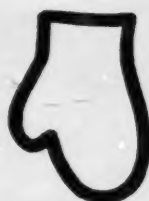
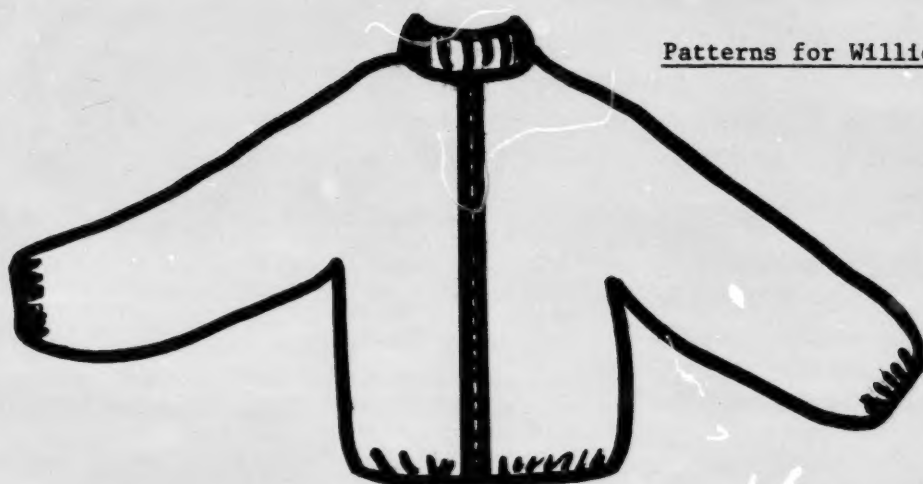
felt pen--fine tip (trim on clothing)

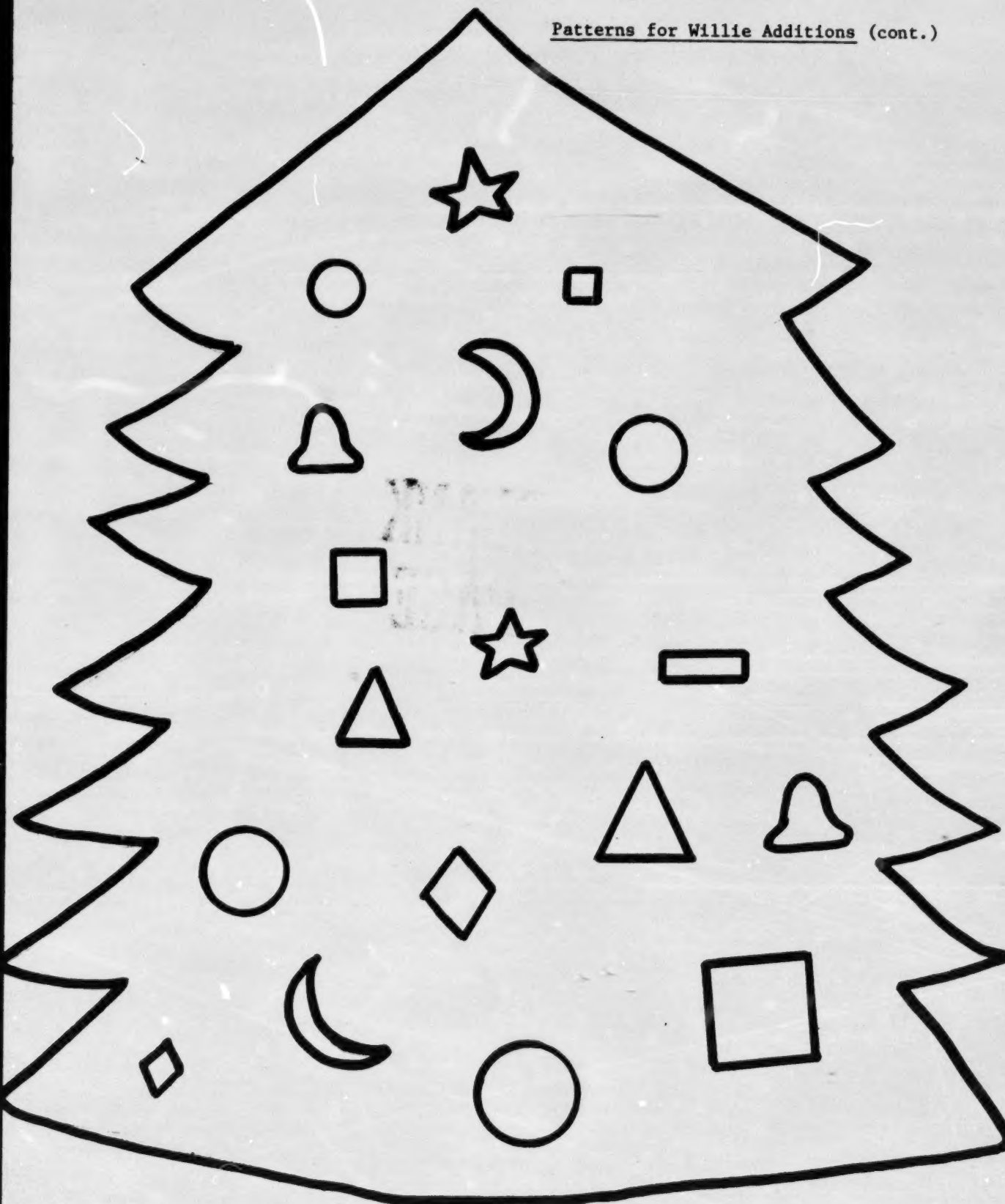
Suggested Procedure for Making Willie Additions

1. Cut: overcoat (brown)
 snowsuit (blue)
 mittens (red)
 gloves (red)
 snow hat (red)
 scarf (red)
 boots (red)
 evergreen tree (green)
 ornaments--circles, squares, triangles, rectangles,
 diamonds, stars, moons, bells (assorted colors)
 2 long-sleeved shirts (felt--any color)
 2 long-sleeved shirts (plaid contact paper or plaid material)
2. Glue plaid contact or material shirts to felt shirts so as to have a felt backing on the 2 plaid shirts.
3. The ornaments should not be attached to the tree. It is suggested that you store them in a small envelope.

Patterns for Willie Additions



Patterns for Willie Additions (cont.)

Patterns for Willie Additions (cont.)

NUMBER SET MATERIALS: MITTENS

Activity G-3

Suggested Materials for Mittens

pattern for mitten

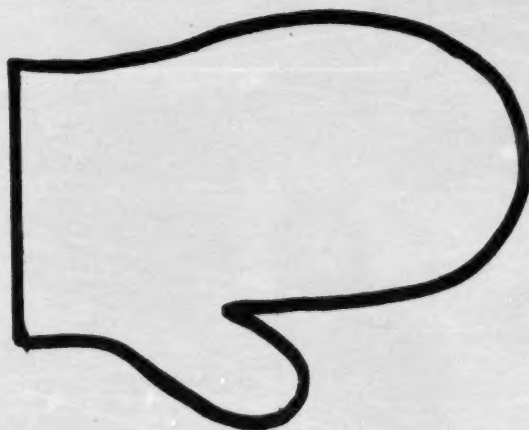
construction paper--red
white (12" x 18")

scissors

felt pen

Suggested Procedure for Making Mittens

1. Using pattern for mitten, draw and cut 10 red mittens for each child and yourself.
2. Count enough sheets of white construction paper so that you and each child will have one piece. Across the middle of each sheet, draw a clothesline with a felt pen. The line should be at least 15" long so that all ten mittens can be placed on the line during the number activity.

Pattern for Mitten

POEM: "Where Is It?"

(Reprinted by permission of G. P. Putnam's Sons)

Activity H-1

Source of Poem

Poems and Verses About Animals (p. 76)

Bissett, D. J. (Ed.)

Chandler Publishing Company, 1967

Originally published in Is Anybody Hungry?, G. P. Putnam's Sons, 1964

Words for Poem

He flips his tail
 And points his nose
And digs it up
 With frantic claws--
That nut he buried
 Long ago
When there wasn't
 Any snow

He holds it tight
 Between his paws,
Cracks it with
 His little jaws,
And eats it up,
 Then off he goes.....

But how is he sure a nut's still there?
And how can he guess exactly where?
Squirrel never needs to guess.
He knows.

Dorothy Aldis

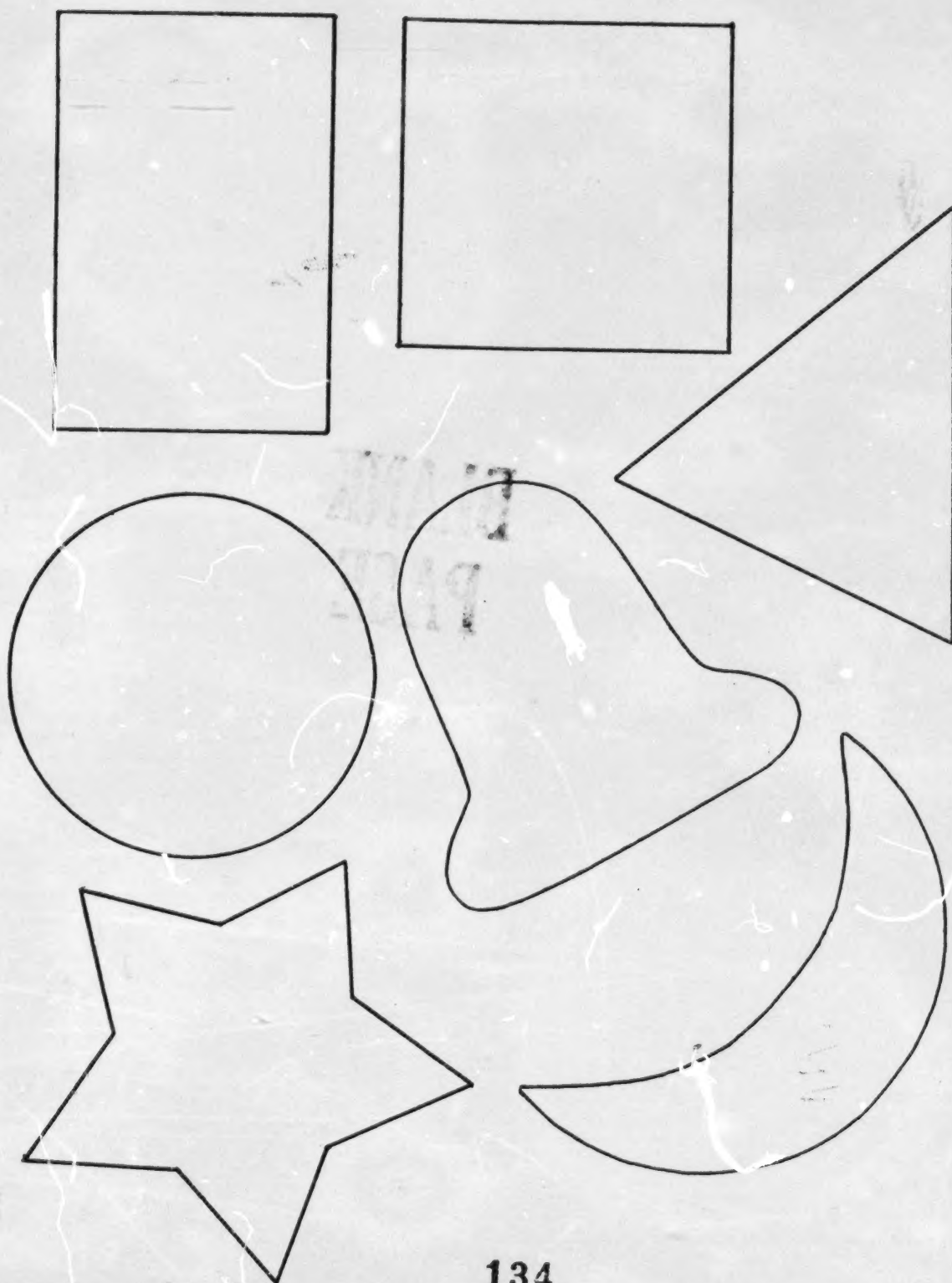
FLANNEL BOARD SET: SANTA PUZZLE

Activity I-1



SHAPE PATTERNS FOR PLACEMATS

Activity I-6



RECIPE: SUGAR COOKIES

Activity I-10

Source of Recipe

From Childcraft--The How and Why Library
Field Enterprises Educational Corporation, c. 1965

Ingredients

To make about 40 cookies, use:

- 1 cup sugar
- 2 cups flour
- 1 stick of butter or margarine (1/2 cup)
- 1/3 cup milk
- 1 egg
- 1/3 teaspoon baking soda
- 1 teaspoon vanilla
- 1/4 teaspoon salt

Directions (adapted)

1. Cream butter, adding sugar gradually.
2. Beat egg and add to butter and sugar.
3. Add vanilla.
4. Add salt and baking soda to milk; stir.
5. Sift flour if not presifted when purchased.
6. Add flour and milk to mixture, alternating small amounts of each.
7. Mix well and chill at least one hour.
8. Roll dough very thin; cut with cookie cutters and decorate.
9. Bake on greased baking sheet at 375° for about 10 minutes.